Reform Redesign Report

Sampson Academy

Detroit City School District

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Introduction

As a school identified by the Michigan Department of Education as a Priority school, you are required to select one of the four federal models for your reform/redesign plan. If your school is selecting the closure or restart models, you should contact the School Reform Office to discuss the next steps for implementing and documenting this effort. If selecting either the Transformation or Turnaround model, you should review and respond to all individual requirements of the selected model. These plans are reviewed and need to be approved by the School Reform Officer.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The Sampson - Webber Leadership Academy building has the capacity to house approximately nine hundred students, but currently the enrollment is at four hundred sixty-seven. There are three hundred fifty-eight regular education students and one hundred and nine special education students. The highest in the past three years has been seven hundred sixty-nine students, but the trend has been downward over the past three years. The school is located in a high poverty area on the Westside of Detroit near the New Center Area. Detroit has a very high rate of unemployment and this has affected the economics within the city. There are many abandoned houses and an ever increasing crime rate. The demographics of the student population over the past three years has been 97%-99% African-American, less than 1% white and less than 2% Hispanic students. There have been many school closures within Detroit Public Schools over the last three years which affected Sampson - Webber Leadership Academy's student enrollment. As schools closed, new students merged from different neighborhoods into Sampson - Webber, leading to the climate changing year after year and a decrease in parental engagement and school activities. Sampson - Webber Leadership Academy has become an open enrollment school. Students throughout the district and outside of the district boundaries have enrolled in the school and in many instances it has not been a smooth transition. The culture and climate of the school has been negatively impacted. Many students are from rival gangs and they often bring their differences into the school. These rivalries have caused a negative impact on student discipline, parental involvement, student attendance and student learning.

The school has seen a large number of staff turn-over in the past few years. There was a sixty percent teacher turn-over rate during 2011-2012 and the teacher turn-over rate increased to eighty-two percent during 2012-2013. The school's leadership has changed with a selection of four different principals during the past three years each bringing their own vision for the school. With such a high turn-over rate with teachers and administrators a clear vision or mission was not followed. The reform and redesign plan will allow for a clear plan of action to assist students in academic gains within a short period of time led by the new principal, Anthony Houston and the new academic engagement administrator, Trina Lee. Both administrators bring a shared vision to Sampson - Webber Leadership Academy.

The student attendance rate declined during the 2011 - 2012 school year. The daily attendance dropped to 87 percent, well below state guidelines of 90 percent. There was a continuing pattern of an attendance problem during the 2012 - 2013 school year.

Most teachers were absent an average of ten days or more during the 2011 - 2012 school year, but the teacher's daily attendance rate improved significantly during the 2012 - 2013 school year as a result of the teacher evaluation process and added teacher collaboration in decision making.

The staff's turn - over rate and daily attendance rate, the student's daily attendance rate, parent participation and student discipline issues were significant challenges for Sampson - Webber Leadership Academy in the past three years. These challenges have led to a decline in student achievement in all core content areas.

2012 Fall MEAP Assessment Data in Reading
3rd Grade students were 21% proficient in reading based on MEAP scores.
4th Grade students were 12% proficient in reading based on MEAP scores.
5th Grade students were 35% proficient in reading based on MEAP scores.

6th Grade students were 41% proficient in reading based on MEAP scores.

7th Grade students were 13% proficient in reading based on MEAP scores.

8th Grade students were 43% proficient in reading based on MEAP scores.

2012 Fall MEAP Assessment Data on MEAP Writing:

4th Grade students scored 93% below state standards, 7% of the students were proficient.

7th Grade students scored 84% below state standards, 11% of the students were proficient.

2012 Fall MEAP Assessment Data in Math

Grade 3 students scored 0% proficient in math based on MEAP data.

Grade 4 students scored 2% proficient in math based on MEAP data.

Grade 5 students scored 8% proficient in math based on MEAP data.

Grade 6 students scored 6% proficient in math based on MEAP data.

Grade 7 students scored 3% proficient in math based on MEAP data.

Grade 8 students scored 0% proficient in math based on MEAP data.

Students with disabilities in all grade levels scored 0% proficient in math.

2012 Fall MEAP Assessment Data in Social Studies

Grade 6 students scored 0% proficient in social studies based on MEAP data.

2012 Fall MEAP Assessment Data in Science

Grade 5 students scored 0% proficient in science based on MEAP data.

Grade 8 students scored 0% proficient in science based on MEAP data.

MEAP Comparison from 2009 until 2012

Reading - 3rd Grade

2012 - 21 Percent Proficient

2011 - 33 Percent Proficient

2010 - 16 Percent Proficient

2009 - 38 Percent Proficient

Reading - 4th Grade

2012 - 12 Percent Proficient

2011 - 20 Percent Proficient

2010 - 26 Percent Proficient

2009 - 14 Percent Proficient

Reading - 5th Grade

2012 - 35 Percent Proficient

2011 - 23 Percent Proficient

2010 - 37 Percent Proficient

2009 - 39 Percent Proficient

Reading - 6th Grade

2012 - 41 Percent Proficient

2011 - 20 Percent Proficient

2010 - 24 Percent Proficient

2009 - 21 Percent Proficient

Reading - 7th Grade

2012 - 13 Percent Proficient

2011 - 12 Percent Proficient

2010 - 11 Percent Proficient

2009 - 16 Percent Proficient

Reading - 8th Grade

2012 - 43 Percent Proficient

2011 - 14 Percent Proficient

2010 - 21 Percent Proficient

2009 - 32 Percent Proficient

Math - 3rd Grade

2012 - 0 Percent Proficient

2011 - 7 Percent Proficient

2010 - 0 Percent Proficient

2009 - 8 Percent Proficient

Math - 4th Grade

2012 - 2 Percent Proficient

2011 - 2 Percent Proficient

2010 - 5 Percent Proficient

2009 - 14 Percent Proficient

Math - 5th Grade

2012 - 8 Percent Proficient

2011 - 3 Percent Proficient

2010 - 12 Percent Proficient

2009 - 16 Percent Proficient

Math - 6th Grade

2012 - 0 Percent Proficient

2011 - 6 Percent Proficient

2010 - 9 Percent Proficient

2009 - 11 Percent Proficient

Math - 7th Grade

2012 - 3 Percent Proficient

2011 - 3 Percent Proficient

2010 - 11 Percent Proficient

2009 - 10 Percent Proficient

Math - 8th Grade

2012 - 0 Percent Proficient

2011 - 15 Percent Proficient

2010 - 16 Percent Proficient

2009 - 18 Percent Proficient

Writing - 4th Grade

2012 - 7 Percent Proficient

2011 - 7 Percent Proficient

2010 - 14 Percent Proficient

Writing - 7th Grade

2012 - 11 Percent Proficient

2011 - 16 Percent Proficient

2010 - 9 Percent Proficient

Science - 5th Grade

2012 - 0 Percent Proficient

2011 - 2 Percent Proficient

2010 - 2 Percent Proficient

2009 - 2 Percent Proficient

Science - 8th Grade

2012 - 0 Percent Proficient

2011 - 0 Percent Proficient

2010 - 0 Percent Proficient

2009 - 0 Percent Proficient

Social Studies - 6th Grade

2012 - 0 Percent Proficient

2011 - 1 Percent Proficient

2010 - 4 Percent Proficient

2009 - 4 Percent Proficient

MEAP Assessment Scores from 2009-2011.

Reading Grade 3: Decreased 5 percentage points (2009-2011)

Reading Grade 4: Increased 5 percentage points (2009-2011)

Reading Grade 5: Decreased 16 percentage points (2009-2011)

Reading Grade 6: Decreased 1 percentage points (2009-2011)

Reading Grade 7: Decreased 4 percentage points (2009-2011)

Reading Grade 8: Decreased 18 percentage points (2009-2011)

Math Grade 3: Decreased 1 percentage points (2009-2011)

Math Grade 4: Decreased 2 percentage points (2009-2011)

Math Grade 5: Decreased 13 percentage points (2009-2011)

Math Grade 6: Decreased 5 percentage points (2009-2011)

Math Grade 7: Decreased 7 percentage points (2009-2011)

Math Grade 8: Decreased 3 percentage points (2009-2011)

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement

We, the staff Sampson - Webber Leadership Academy, believe that all children are capable of learning. It is our vision to meet the individual needs of all learners through a multitude of programs and services that produce students who will become successful, productive participants in a global society.

Mission Statement

The mission of the Sampson - Webber Leadership Academy community is to challenge each student to reach their highest potential, to meet the demands of the future and to become a responsible, educated, and contributing citizen in a clean, healthy, drug free and safe environment.

Beliefs Statement

The two statements below are the guiding principles that drive our every day actions. One day at a time, one person at a time, one goal at a time, we are steadily striving to improve the quality of our school so that our vision and mission statements can become realities.

"Nothing Less than My Best Because Together We Can Make a Difference" "There is no I in the word Team"

The goal of Sampson Academy is to "Wrap services and learning around all students." We believe that the whole child must be educated:

All teachers are expected to be highly effective and all students are expected to be highly motivated to learn. Sampson - Webber Leadership Academy has clearly defined roles and expectations for students, administrators, teachers, support staff and parents. It is vital that every stakeholder must be focused on clearly defined goals and objectives.

Sampson - Webber Leadership Academy offers strategies, services and programs to assist students in becoming successful, productive participants in society. These programs and services include: a district Funded Summer Learning Program, School Counselor and Social Worker Services, a Development Center that provides social work and counseling services and referrals, the 21st Century Learning Before/Afterschool Program, Motor Moms Group, Individualized Student Learning Plans, Individualized Student Data Binders, a Positive Behavior Intervention System (PBIS), Conflict Resolution, Project SEED, the Guided Reading Library, Mondo (English Language Arts Program), Academic Games, Computer Lab Engagement Activities, the School Media Center, Netbooks for Grades 6-8, Star Reading and Math, Accelerated Reading, Instructional Specialists, Daily Increased Learning Time, Increased Parental Involvement, Laptop Carts for Grades 6 - 8, Extended Learning Activities, Sampson - Webber Gardening Program, Male Responsibility Program, Sampson - Webber Leadership Academy Basketball Team (Sponsored by the district and Neighborhood Legal Services), Beyond Basics, Family Engagement Activities, Small Group Learning, Teacher Collaboration, Pre/Post Tests, and Students Engaged with Hands-On Activities. Other programs that will assist students well being include Henry Ford Mobile Health Clinic, Vision Care and Mobile Dentists.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Sampson - Webber Leadership Academy made AYP during the 2009-2010 school year and we were awarded a Skillman grant in 2010. During the 2011-2012 school year, the debate team won first place two times at area competitions. Our school hosted the Southeast Academic Games Tournament during the 2013 - 2014 school year and won second place.

There was a five percent increase from 2009 - 2011 in fourth grade assessment scores. We strongly believe that the implementation of this reform and redesign plan during the 2012 - 2013 school year resulted in academic gains and will continue to assist with improved assessment scores in all grade levels. Our goal is to increase student understanding and academics in the area of reading and math that will benefit all areas of curriculum.

We have written our reform and redesign plan with the focus on student improvement in the areas of reading, math and attendance. Additionally, it is our goal to increase participation, commitment and communication with our parents and community; we believe that they are a vital resource in improving student academics at Sampson - Webber Leadership Academy.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Principal Houston is the new principal and Ms. Lee is the new Academic Engagement Administrator at Sampson - Webber Leadership academy. We have experienced a positive climate change in the building under their leadership. They have established Professional Learning Communities, Leadership Teams and Cluster Grade Level Teams bringing positive change to the building. Principal Houston received his instructional staff from the previous 2013-2014 school year because they are highly qualified, effective teachers who have proven their qualities in past teaching assignments. He did interview and hire three additional teachers to join the Sampson - Webber staff.

Principal Houston, along with his new administrative team and the staff, share the same vision, mission, and belief in how to educate children. In a team effort, we believe that this plan, implemented with fidelity and effectively, will increase student learning, parental engagement and attendance.

Turnaround Redesign Diagnostic

Introduction

The Turnaround Model includes, among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

The following individuals were involved in the development of the Sampson - Webber Leadership Academy Reform/Redesign Plan.

1. Anthony Houston, Principal: Anthony.houston02@detroitk12.org

2. Trina Lee, Academic Engagement Administrator: trina.lee@detroitk12.org

3. Kim Newell, ELA Instructional Specialist: kim.newell@detroitk12.org

4. Yolanda Harris, Teacher and SIP Chairperson: yolanda.harris02@detroitk12.org

5. Darlene Kimble, Teacher: darlene.kimble@detroitk12.org

8. Lossie Pearson, School Counselor: lossie.pearson@detroitk12.org

9. Brigid Odocha, Resource Teacher: brigid.odocha@detroitk12.org

9. Dorothy Ross, Parent: dorothyross96@gmail.com

10. Ms.Tia Bonner, Parent and President of the LSCO: Tiaciarabonner@yahoo.com

PART B: TEACHING AND LEARNING PRIORITIES

State 2-3 big ideas for your reform/redesign plan that are intended to change teaching and learning in your school. At least one of these should be instructional in nature. (These should come from the data dialogue that initiates your planning efforts.)

Sampson - Webber Leadership Academy staff members, based on analyzing and discussing data, are working towards improving student learning through the following areas:

1. Multi-tiered System of Student Support in English Language Arts (ELA) and Math

The school has adopted a multi-tiered system that supports student learning in ELA and Math content areas in all grade levels kindergarten through eighth. With the use of data, the school will use school-wide practices that support a rapid response to improvements in academics. Data results will drive decisions made in the classroom in instructional practices, resources, and materials. Based upon the Michigan Educational Assessment Program data, Sampson - Webber Leadership Academy student results indicated that students in third through eighth grade scored below state standards in reading, writing, math, science, and social studies. The school will implement a multi-tiered system of student support. The design of the multi-tiered system of student support will include best practices in order to meet the needs of our academically struggling students. The designed system will increase the opportunities for students to experience academic success in meeting grade level standards. The system will also ensure that students will be provided Individualized Learning Plans (ILP) that are tailored to fit their needs: Student Individualized Learning Plans will be updated each card marking as students progress through the school year. The ILP's will include assessment data and identified learning objectives for each student. This system includes:

a) Students Needing Additional Support are Identified Early: Data Analysis Used to Identify Areas of Student Strengths and Weaknesses

b) Identify Specific Targets: Students will be Given Support, Interventions, Strategies, and Services According to Specific Needs

c) Monitored Student Progress: Use of ILP's and Data Binders

d) Individual Student Data Used as Indicators: Identified Objectives Reviewed and Redefined

Forsten, C. Grant, J. & Hollas B. (2002). "Differentiated Instruction: Different Strategies for Different Learners." ERIC Document Reproduction NO ED464060

Gregory, G. & Chapman, C. (2002). Differentiated Instructional Strategies: One Size Doesn't Fit All. Corwin Press: Thousand Oaks, CA

2. Increase Parental Engagement, Communication and Committment

Sampson - Webber Leadership Academy School has designed a parental engagement policy and plan with a student/parent/staff compact because school data supports the need for parents to become more engaged within the school. According to the 2001 Michigan Department of Education Decision Making Yardstick, parents should engage in learning activities at home. Eighty-six percent of the general public believes that the most important way to improve schools is through parental support. When parents become involved in the education of their child/children, results improve in student attendance, higher report card grades and higher test scores, higher student self-esteem, lower rates of suspensions and behavior problems, lower percentage of students using alcohol and drugs, a lower school drop-out rate and less violent behavior among students. Strategies to increase parental involvement include:

a) Communication: Effective Forms of Communication will be Established

b) Promote Good Parenting Skills: Information Given to Improve the Home Environment

c) Establish Learning at Home: Information and Ideas Given to Promote Student Learning

d) Include Parents in Making Decisions: Promote Parents in School Leadership Roles and Activities

e) Identify Community Resources and Services: Provide Information that will Promote Student Learning

f) Parent Volunteers: Promote and Recruit Parents for School Support and Assistance

g) Parent - Teacher Conferences Revolve Around Academic, Behavior and Attendance Data

Adams, K.S. & Christenson, S.L. (2000). "Trust and the Family-school Relationship: Examination of parent-teacher differences in elementary and secondary grades." Journal of School Psychology, 38, 477-497.

Tatar, M. & Horenczyk, G. (2000). "Parental Expectations from their Adolescents' Teachers." Journal of Adolescents, 23, 487-495.

State what data were used to identify these ideas.

The data that was used to identify academic learning areas are the fall, 2013 MEAP assessment data, the fall, 2012 MEAP assessment scores, the 2011 MEAP assessment scores, the fall 2011 MI Access assessment scores, the fall, 2013 DIBELS data, the 2012 DIBELS data, the fall, 2013 Measurement of Academic Progress (MAP) data, the 2011-2012 attendance data, the 2012- 2013 attendance data and the 2013 - 2014 attendance data to date. The data used will guide the turnaround process because they identify student progress. The multi-tiered system will target students who need interventions throughout the school year and in all subjects. The system will be designed to meet the needs of students who are not proficient based on data. Schools must continuously analyze data to drive instruction; create strategies, make student modifications, progress monitor, and group students according to needs, create assessments and design lesson plans.

The following school data identifies the need for improvement in the content areas of reading and math.
MEAP Comparison from 2009 until 2013

Reading - 3rd Grade
2013 - 11.8 Percent Proficient (0 Percent Advanced)
2012 - 21 Percent Proficient
2011 - 33 Percent Proficient
2010 - 16 Percent Proficient
2009 - 38 Percent Proficient

Reading - 4th Grade
2013 - 20 Percent Proficient (0 Percent Advanced)
2012 - 12 Percent Proficient
2011 - 20 Percent Proficient
2010 - 26 Percent Proficient
2009 - 14 Percent Proficient

Reading - 5th Grade
2013 - 16.7 Percent Proficient (0 Percent Advanced)
2012 - 35 Percent Proficient
2011 - 23 Percent Proficient
2010 - 37 Percent Proficient
2009 - 39 Percent Proficient

Reading - 6th Grade
2013 - 37.2 Percent Proficient (2.3 Percent Advanced)
2012 - 41 Percent Proficient

2011 - 20 Percent Proficient

2010 - 24 Percent Proficient

2009 - 21 Percent Proficient

Reading - 7th Grade

2013 - 12.9 Percent Proficient (0 Percent Advanced)

2012 - 13 Percent Proficient

2011 - 12 Percent Proficient

2010 - 11 Percent Proficient

2009 - 16 Percent Proficient

Reading - 8th Grade

2013 - 28.8 Percent Proficient (5.8 Percent Advanced)

2012 - 43 Percent Proficient

2011 - 14 Percent Proficient

2010 - 21 Percent Proficient

2009 - 32 Percent Proficient

Math - 3rd Grade

2013 - 0 Percent Proficient (0 Percent Advanced)

2012 - 0 Percent Proficient

2011 - 7 Percent Proficient

2010 - 0 Percent Proficient

2009 - 8 Percent Proficient

Math - 4th Grade

2013 - 3. 4 Percent Proficient (0 Percent Advanced)

2012 - 2 Percent Proficient

2011 - 2 Percent Proficient

2010 - 5 Percent Proficient

2009 - 14 Percent Proficient

Math - 5th Grade

2013 - Percent Proficient 2.4 (0 Percent Advanced)

2012 - 8 Percent Proficient

2011 - 3 Percent Proficient

2010 - 12 Percent Proficient

2009 - 16 Percent Proficient

Math - 6th Grade

2013 - 11.6 Percent Proficient (0 Percent Advanced)

2012 - 0 Percent Proficient

2011 - 6 Percent Proficient

2010 - 9 Percent Proficient

2009 - 11 Percent Proficient

Math - 7th Grade

2013 - 0 Percent Proficient (0 Percent Advanced)

2012 - 3 Percent Proficient

2011 - 3 Percent Proficient

2010 - 11 Percent Proficient

2009 - 10 Percent Proficient

Math - 8th Grade

2013 - 0 Percent Proficient (0 Percent Advanced)

2012 - 0 Percent Proficient

2011 - 15 Percent Proficient

2010 - 16 Percent Proficient

2009 - 18 Percent Proficient

Writing - 4th Grade

2013 - 3.2 Percent Proficient (0 Percent Advanced)

2012 - 7 Percent Proficient

2011 - 7 Percent Proficient

2010 - 14 Percent Proficient

Writing - 7th Grade

2013 - 9.4 Percent Proficient (0 Percent Advanced)

2012 - 11 Percent Proficient

2011 - 16 Percent Proficient

2010 - 9 Percent Proficient

Science - 5th Grade

2013 - 0 Percent Proficient (0 Percent Advanced)

2012 - 0 Percent Proficient

2011 - 2 Percent Proficient

2010 - 2 Percent Proficient

2009 - 2 Percent Proficient

Science - 8th Grade

2013 - 0 Percent Proficient (0 Percent Advanced)

2012 - 0 Percent Proficient

2011 - 0 Percent Proficient

2010 - 0 Percent Proficient

2009 - 0 Percent Proficient

Social Studies - 6th Grade

2013 - 0 Percent Proficient (0 Percent Advanced)

2012 - 0 Percent Proficient

2011 - 1 Percent Proficient

2010 - 4 Percent Proficient

2009 - 4 Percent Proficient

Fall 2012, MEAP Data

2012 MEAP Assessment Data in Reading

3rd Grade - 21 Percent Proficient

4th Grade - 12 Percent Proficient

5th Grade - 35 Percent Proficient

6th Grade - 41 Percent Proficient

7th Grade - 13 Percent Proficient

8th Grade - 43 Percent Proficient

2012 MEAP Assessment Data in Writing

4th Grade - 7 Percent Proficient

7th Grade - 11 Percent Proficient

2012 MEAP Assessment Data in Math

3rd Grade - 0 Percent Proficient

4th Grade - 2 Percent Proficient

5th Grade - 8 Percent Proficient

6th Grade - 0 Percent Proficient

7th Grade - 3 Percent Proficient

8th Grade - 0 Percent Proficient

2012 MEAP Assessment Data in Science

5th Grade - 0 Percent Proficient

8th Grade - 0 Percent Proficient

2012 MEAP Assessment Data in Social Studies

6th Grade - 0 Percent Proficient

2011 MEAP Assessment Data in Reading

3rd Grade students were 33% proficient in reading based on MEAP scores.

4th Grade students were 20% proficient in reading based on MEAP scores.

5th Grade students were 23% proficient in reading based on MEAP scores.

6th Grade students were 20% proficient in reading based on MEAP scores.

7th Grade students were 12% proficient in reading based on MEAP scores.

8th Grade students were 14% proficient in reading based on MEAP scores.

2011 MEAP Assessment Data on MEAP Writing:

4th Grade students scored 93% below state standards, only 7% of the students were proficient.

7th Grade students scored 84% below state standards, only 16% of the students were proficient.

2011 MEAP Assessment Data in Math

Grade 3 students scored 6% proficient in math based on MEAP data.

Grade 4 students scored 2% proficient in math based on MEAP data.

Grade 5 students scored 3% proficient in math based on MEAP data.

Grade 6 students scored 6% proficient in math based on MEAP data.

Grade 7 students scored 6% proficient in math based on MEAP data.

Grade 8 students scored 15% proficient in math based on MEAP data.

Students with disabilities in all grade levels scored 0% proficient in math.

2011 MEAP Assessment Data in Science

Grade 5 students scored 2% proficient in science.

Grade 8 students scored 0% proficient in science.

2011 MEAP Assessment Data in Social Studies

Grade 6 students scored 1% proficient in social studies.

2013 Fall Kindergarten Star Early Literacy Assessment Data

46.6% Early Emergent Readers

51.2% Late Emergent Readers

2.2% Transitional Readers

0% Probable Readers

2012 Fall Kindergarten Star Early Literacy Assessment Data

56.5% Early Emergent Readers

43.5 % Late Emergent Readers

0% Transitional Readers

0% Probable Readers

2013 Fall 1st Grade Early Literacy Assessment Data

12.5% Early Emergent Readers

50% Late Emergent Readers

31.3% Transitional Readers

3% Probable Readers

2012 Fall 1st Grade Early Literacy Assessment Data

48.3% Early Emergent Readers

44.8% Late Emergent Readers

6.9% Transitional Readers

0% Probable Readers

2013 Fall Elementary Special Education Star Early Literacy Assessment Data

66.7% Early Emergent Readers

33.3 % Late Emergent Readers

0% Transitional Readers

0% Probable Readers

2012 Fall Elementary Special Education Star Early Literacy Assessment Data

25% Early Emergent Readers

75 % Late Emergent Readers

0% Transitional Readers

0% Probable Readers

Fall, 2013 Star Reading Assessment Data

2nd Grade

At/Above Benchmark: 6 Percent

On Watch: 0 Percent

Intervention: 6 Percent

Urgent Intervention: 88 Percent

3rd Grade

At/Above Benchmark: 3 Percent

On Watch: 3 Percent

Intervention: 14 Percent

Urgent Intervention: 81 Percent

4th Grade

At/Above Benchmark: 6 Percent

On Watch: 10 Percent

Intervention: 10 Percent

Urgent Intervention: 74 Percent

5th Grade

At/Above Benchmark: 7 Percent

On Watch: 9 Percent

Intervention: 26 Percent

Urgent Intervention: 58 Percent

6th Grade

At/Above Benchmark: 11 Percent

On Watch: 6 Percent

Intervention: 11 Percent

Urgent Intervention: 66 Percent

7th Grade

At/Above Benchmark: 3 Percent

On Watch: 17 Percent

Intervention: 31 Percent

Urgent Intervention: 49 Percent

8th Grade

At/Above Benchmark: 14 Percent

On Watch: 5 Percent

Intervention: 25 Percent

Urgent Intervention: 55 Percent

Fall 2012 Star Reading Assessment Data

2nd Grade: 1.1 Grade Equivalent Reading Level

3rd Grade: 2.0 Grade Equivalent Reading Level

4th Grade: 2.0 Grade Equivalent Reading Level

5th Grade: 2.7 Grade Equivalent Reading Level

6th Grade: 3.6 Grade Equivalent Reading Level

7th Grade: 3.5 Grade Equivalent Reading Level

8th Grade: 5.0 Grade Equivalent Reading Level

Fall 2012 Special Education Star Reading Assessment Data

Middles School Emotionally Impaired: 2.8 Grade Equivalent

Middle School Learning Disabled: 1.7 Grade Equivalent

Fall 2013 Star Math Assessment Data

1st Grade: 20% At or Above Benchmark

               35% On Watch

               25% Intervention

               20% Urgent

2nd Grade: 4% At or Above Benchmark

               4% On Watch

               52% Intervention

               41% Urgent

3rd Grade: 18% At or Above Benchmark

               0% On Watch

               55% Intervention

               27% Urgent

4th Grade: 8% At or Above Benchmark

               12% On Watch

               8% Intervention

               73% Urgent

5th Grade: 13% At or Above Benchmark

2.5% On Watch

26% Intervention

27% Urgent

6th Grade: 11.5% At or Above Benchmark

22.5% On Watch

19.5% Intervention

46.5% Urgent

7th Grade: 10% At or Above Benchmark

7% On Watch

26% Intervention

57% Urgent

8th Grade: 11% At or Above Benchmark

8% On Watch

37% Intervention

44% Urgent

Fall 2012 Star Math Assessment Data

Kindergarten: 0.1 Grade Equivalent Math Level

1st Grade: 0.5 Grade Equivalent Math Level

2nd Grade: 1.0 Grade Equivalent Math Level

3rd Grade: 2.1 Grade Equivalent Math Level

4th Grade: 2.4 Grade Equivalent Math Level

5th Grade: 2.9 Grade Equivalent Math Level

6th Grade: 3.9 Grade Equivalent Math Level

7th Grade: 4.4 Grade Equivalent Math Level

8th Grade: 4.6 Grade Equivalent Math Level

Fall 2012 Special Education Star Math Assessment Data

Elementary Special Education: 0.9 Grade Level Equivalent

Middles School Emotionally Impaired: 3.3 Grade Equivalent

Middle School Learning Disabled: 1.7 Grade Equivalent

2013 DIBELS Assessment Data (Middle of the Year)

Kindergarten: 0%   Benchmark

9%   Below Benchmark

91%   Well Below Benchmark

First Grade: 14% Benchmark

3% Below Benchmark

83% Well Below Benchmark

2nd Grade: 11% Benchmark

13% Below Benchmark

76% Well Below Benchmark

2012 DIBELS Assessment Data (Beginning of the Year)

Kindergarten: 20% proficient in reading based on DIBELS scores.

1st Grade: 11% proficient in reading based on DIBELS scores.

2nd Grade: 7% proficient in reading based on DIBELS scores.

3rd Grade: 60% proficient in reading based on DIBELS scores.

4th Grade: 8% proficient in reading based on DIBELS scores.

5th Grade: 22% proficient in reading based on DIBELS scores.

2011 End of the Year DIBELS Assessment Data

Kindergarten students were 28% proficient in reading based on DIBEL scores.

1st Grade students were 49% proficient in reading based on DIBELS scores.

2nd Grade students were 17% proficient in reading based on DIBELS scores.

Fall 2013 Measurement of Academic Progress (MAP)

Reading

2nd Grade: 12.8% Not Proficient

3rd Grade: 46.3% Not Proficient

4th Grade: 48.5% Not Proficient

5th Grade: 57.4% Not Proficient

6th Grade: 60% Not Proficient

7th Grade: 44.2% Not Proficient

8th Grade: 42.9% Not Proficient

Fall 2013 Measurement of Academic Progress (MAP)

Math

2nd Grade: 63% Not Proficient

3rd Grade: 81.6% Not Proficient

4th Grade: 91.2% Not Proficient

5th Grade: 91.1% Not Proficient

6th Grade: 79.1% Not Proficient

7th Grade: 93% Not Proficient

8th Grade: 87% Not Proficient

Attendance Data

The attendance data for the previous school year was 87.6 percent, below state guidelines of 90 percent. There is a continuing pattern of an attendance problem during the 2012-2013 school year. In September, the monthly student attendance averaged 70.6 percent and through the twelfth of October there is average of 83 percent. The lowest student attendance average by grade level is 6th grade; their average to date is 70.3 percent. The highest student attendance average to date was on count day (October 3, 2012); the student attendance averaged 90.7 percent.

PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leader's name and discuss how the leader meets the criteria for a turnaround principal.

Principal Anthony Houston meets the "two year rule." He met the requirements of the district's administrative evaluation process. Principal Houston was interviewed by Superintendent Karen Ridgeway and was assigned the leadership role at Sampson - Webber Leadership Academy on July 1, 2013. During the interview, he demonstrated her skills when addressing questions based on: 1) outstanding knowledge and skills in effective leadership,2) monitoring teaching and learning, 3) building professional learning communities, 4) acquiring and allocating resources,5) maintaining a safe learning environment, 6) effective engagement with parents and the community, 7) use of data outcomes to drive decision making, 8) effectively evaluating school employees, 9) identifying and planning professional development (PD) needs,10) self-reflection, 11) assessment and accountability to students, parents, community, employees, the district, school partners and the Michigan Department of Education.

Principal Houston meets the criteria of a turnaround principal. He understands that effective school improvement requires a team effort in school improvement. The district has given great latitude to him in the selection of the instructional staff and her leadership team. Mr. Houston plans to create a positive, safe learning environment where students are embraced and the learning needs are met for each individual child. He has experience in dealing with students with behavioral issues. Under Mr. Houston's leadership, Samuel Mumford High School received a 5.6 million dollar school improvement grant. At Ruddiman Middle School, a persistently low achieving school in the state, his experience included dealing with over age students, student suspensions, low achieving academic students, and improving the culture and climate of the school. Under Principal Houston's instructional leadership, Ruddiman Middle School made safe harbor during the 2007 - 2008 school year.

Indicators of his ability to effectively turn around a school are:

1. The goals and expected outcomes for the school were clearly defined. Mr. Houston reviewed assessments, surveys, attendance, and school demographic profile data. He understands early warning signs of student failure and has identified a School Leadership Team (SLT). He has a clear understanding that children have different learning styles and teachers must create a stimulating learning environment to engage all students. Researched-based supports strategies and interventions are used to have services "wrapped around students."
2. Principal Houston listens to concerns of all staff members, teachers, students, parents, and community members and addresses each concern as he focuses on learning goals. He understands that communication helps to move academic performance and promotes innovative ideas that help in the progression of student learning and engagement.
3. Principal Houston visits different classrooms daily. He observes the delivery of instruction and the implementation of strategies to meet the needs of all students. He openly shares observation feedback with teachers. Principal Houston also believes that students need the opportunity to discuss their personal data.
4. Principal Houston meets with the SLT once per week. They discuss classroom observations, behavioral problems within the school, school safety, parent concerns, on-going educational programs, student attendance, teacher attendance, and assessment data.
5. Principal Houston encourages leadership and participation amongst all staff members.
6. Principal Houston effectively manages the school budgets.

Principal Houston's resume reflects his experience and qualifications to be a turnaround school leader.

Mr. Anthony Houston

4700 Tireman

Detroit, Michigan 48204-4243

1-313-596-4750

Objective: To serve in an administrative capacity, with an organization that is committed to student achievement, parent involvement and on-going professional instructional development

Career Profile:

2013 - Present: Sampson Webber Academy PK-8; Principal - Detroit Public Schools

2012 - 2013: Academies of America, PK-8; Principal - Detroit Public Schools

2009 - 2013: Samuel Mumford High School; Principal - Detroit Public Schools

2008 - 2009: Crosman Alternative High School - Principal

2001 - 2007: Ruddiman Middle School; Principal - Detroit Public Schools

2000 - 2001: Ruddiman Middle School; Assistant Principal - Detroit Public Schools

1994 - 2000: Department Head at Fran Cody High School - Detroit Public Schools

1986 - 1994: Teacher - Detroit Public Schools

Education:

May 1983 : Saint Augustine's College, Raleigh, North Carolina; Bachelor of Arts

May 1989: Wayne State University - Detroit, MI; Masters of Education in School Administration

1991: Distinguished Educator Award from Governor Engler

2005: Harvard University Urban Leadership Recipient

Professional Development:

Edison School's Principal's Academy

Detroit Public Schools, Principals' Academy - Harvard University

Exit Skills Subcommittee Member - Detroit Public Schools

Co-Editor of Indaba Salon

Alpha Ph. Alpha Fraternity

Pastor Founder of Abundant Life Tabernacle Church

Founder of Abundant Love Child Center

Superintendent of Great Lakes First Ecclesiastical Sunday School

Professional Memberships:

Michigan Association of Secondary School Principals

National Alliance of Black School Educators

References upon Request

Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

The Detroit Public Schools has approved and is in full support of this reform and redesign initiative for rapid turnaround. The newly appointed

Sampson - Webber Leadership Academy School Leadership Team (SLT) and the School Improvement Team (SIT) are the key players in the development of goals, objectives, and activities as outlined in this plan. The district has provided Sampson - Webber Leadership Academy's SLT operational flexibility through staffing, time and budgeting in order to implement a comprehensive approach to increase student achievement that will ultimately increase the number of high school graduates within Detroit Public Schools. This operational flexibility outlined below allows the school to identify and implement programs and services that decrease student suspensions and retentions and increases both student attendance and academic achievement:

a) The district allowed the principal and the Sampson - Webber Leadership Academy interview team to select the entire instructional staff prior to the start of the 2012 - 2013 school year. The selection process began before the end of the 2011-2012 school year and continued until the start of the 2012-2013 school year until the instructional staff was in place. The district, during the 2011-2012 school year, piloted PD360, a computer based program that allows administrators to input teacher observation information that creates evaluation data. School administrators were able to use the teacher evaluation data as part of their selection process for the 2012-2013 school year. Teachers were interviewed with specific questions designed to determine the candidate's knowledge of: content, delivery of instruction methods, ability to create assessments, data collection and analysis, classroom management, lesson planning, PD, communication skills, instructional practices, work attendance, and past classroom/school situations/school committees. This operational flexibility allows the principal and the SLT to choose the best suited teachers for the school.

b) School scheduling is based on the specific needs of the student population and the number of teachers allocated. The SLT understands that students must attend classes in the core content areas; however the district allows flexibility in supplementing core academic classes through elective classes. The district allowed Sampson - Webber Leadership Academy to incorporate music and health/physical education classes into the student schedule that benefits and enriches student learning. Sampson - Webber Leadership Academy also offers extended learning opportunities for students before and after school (Monday through Thursday) with tutoring programs that increase achievement. With district approval, Sampson - Webber Leadership Academy had the flexibility to make all classrooms self-contained (K-8). The SLT decided that in order to decrease student suspensions and retentions and increase student achievement, it would be beneficial for students to remain with one teacher. It was also deemed beneficial that block-scheduling for reading and math classes would increase academic achievement and reduce grade retentions and suspensions. The district increased weekly staff meetings an additional hour, this gives the staff two additional hours every Wednesday to participate in professional dialogues at the building level, participate in professional development training, participate in data dialogues and work in Cluster Grade Level Teams that will ultimately increase student academic achievement while decreasing student suspensions and retentions. The district has decreased teacher prep periods from five per week to three per week. This eliminated the Friday common prep period. The additional one hundred-fifty minutes is additional instructional learning time that is given to students within the classroom. Students are now engaged in the 'Lemonade Project' every Friday rather than being dismissed from school early in order for teachers to participate in the common prep period. The 'Lemonade Project' is based on project-based learning that engages student participation and learning across the curriculum. The district has allowed Sampson - Webber Leadership Academy to extend the 2012-2013 school year by four weeks (see assurance #4).

c) The district allows the SLT more flexibility with budgeting. Title I Funds are now consolidated with other school funds which give Sampson - Webber Leadership Academy the monetary means to spend more school dollars that help to ensure that all students have a fair, equal and significant opportunity to obtain a high quality education and become proficient on academic core standards and academic assessments. With the ability to have more control over budgeting, a decision was made by the SLT to hire additional staff members in order to increase student academics and daily student attendance, and to decrease student retentions and suspensions. A technology teacher and school service assistants (SSA's) are employed at Sampson - Webber Leadership Academy. The SSA's and the technology teacher assist students with understanding math, reading and writing. A Math Instructional Specialist (IS) and an English Language Arts Instructional Specialist (IS) were hired at Sampson - Webber due to all low assessment scores in the content areas of reading, writing, and math (Grades K- 8). A middle school counselor works with students who have behavior or social problems. This helps to decrease the number and frequency of

suspensions. With a decrease in the number of suspensions it will improve student attendance and academic achievement. The supplemental staff is hired to increase student achievement by working with students individually or in a small group setting.

Describe how the school will use locally adopted competencies to measure the effectiveness of the principal and staff who works within the turnaround school.

Evaluation Process/Tools

Sampson - Webber Leadership Academy will use the new evaluation processes developed by the district for teachers and school leaders that is based on the following: 1) a set of professional standards that define effective teaching and leadership 2) student achievement outcomes 3) continuous improvement and accountability.

These evaluation processes reflect the interdependence of evaluation, professional development, and accountability, and are grounded in the belief that the assessment of teachers and instructional leaders must be based on a set of clearly defined performance standards that are connected to student performance outcomes.

Teacher Evaluation Tool/Process

The Detroit Public Schools (DPS) Academic Plan puts the needs of children front-and-center, but also specifically lists teacher effectiveness and accountability systems, including evaluation tools, as necessary to get the job done. Excellent teaching must be at the center of any successful school district. Everyone must work to uphold rigorous standards for teaching and support teachers to attain it. Ensuring that our students have the best teachers from their first day in DPS until they graduate is the most critical responsibility we share.

Our belief that all students at Sampson - Webber Leadership Academy can achieve at a high level drives every action that we take as the adults responsible for their success. We recognize that in order to make DPS excellent, we must all understand our common goal, continuously and objectively assess our progress as individuals and teams and then take strategic steps to improve. The new Teacher Evaluation and Professional Development System put Detroit on a path to accomplish the ambitious goals. The district has for its employees and most importantly our students.

The rubric (see assurance #1) upon which all evaluations are based sets clear, rigorous expectations across multiple levels, and contains recommendations for professional development in cases where teachers might demonstrate needed growth in a particular competency. All teachers will receive regular feedback, and teachers who demonstrate below average development will receive feedback more often and have the opportunity to engage in one-on-one and small group professional development.

 The Teacher Development and Evaluation Rubric

To ensure that we are assessing quality teaching in the classroom with most rigorous standards, DPS will weight a teacher's evaluation as sixty percent of the total teacher evaluation score. The Teacher Development and Evaluation rubric is designed to comprehensively define "excellent teaching" for the DPS and provide a common language through which we can discuss, evaluate, and professionally develop our school-based staff to improve year after year. Each teacher at Sampson Webber Leadership Academy will have a minimum of two observations and one formal evaluation annually.

In order to evaluate teachers objectively, DPS will weight appropriate standardized assessments (MEAP, MME, district quarterly benchmark

assessments) as twenty-five percent of a teacher's evaluation score. MEAP scores will be tracked for each student each year and for teachers in MEAP-assessed subjects, the district will analyze trends in students' scores and assess improvement over previous years. Teachers whose students consistently improve in standardized assessments will be rated favorably; teachers whose students consistently do not improve will be rated unfavorably.

Principal Evaluation Tool/Process

Effective school leaders are critical to the work required to improve teaching and learning. Building a community of instructional leaders who are able to support teachers in improving instructional practice and create the necessary structures and systems required to effectuate an essential element of comprehensive reform.

The creation of a comprehensive principal evaluation system is a core element of leadership professional development and continuous improvement. To that end, in January 2013 the District will begin the work of improving our existing principal evaluation system, in collaboration with a focus group of school principals that is based on a continuous improvement model and shared accountability for student learning and achievement. The primary purpose of the evaluation system is to improve the capacity of the principal to improve teaching and learning by creating a shared vision of effective leadership. The timeline is as follows:

January, 2013 - DPS will align the current administrator evaluation tool to domains mandated by MDE and developed by an internal team.

February, 2013 to April, 2013 - DPS will develop a rubric for all domains of the evaluation tool utilizing the evaluation scale mandated by MDE.

May, 2013 - DPS Legal Council will vet the evaluation tool for inclusion in the 2013-2014 school administrator contract.

June, 2013 to July, 2013 - DPS will provide school administrators with professional development pertaining to the new evaluation tool.

August 1, 2013: DPS will fully implement the administrator evaluation tool.

Effective August 9, 2010, Article VIII of the District's Administrative Employment Agreement with principals provides that salary step advancements and annual performance reviews will include, but not be limited to, the following:

Achieving prescribed student performance targets (twenty-five percent growth); management of budget - general purpose, school-based and federal; student attendance goals; suspension/expulsion goals; graduation goals; thoughtful implementation of program recommendations as a result of school diagnostic reviews; satisfactory completion and implementation of SIP academic plans; participation and engagement in prescribed professional development opportunities; and establish a school leadership team focused on strategies to dramatically increase student achievement as measured by national, state and district assessments.

Specify how the school will screen all existing staff and rehire no more than 50 percent.

The district provided the principal with the authority to select the entire instructional staff for Sampson - Webber Leadership Academy. Interviews were conducted prior to the end of the 2011-12 school year and continued until the teaching staff was selected for the building. The principal selected an interview team that assisted in conducting the interviews. Instructional staff members were selected through an interview process and by past school observations from the 2011-2012 school year that were provided by human resources. Principal

Houston conducted interviews and hired three additional teachers in the fall of the 2013 - 2014 school year to replace teachers who retired. This process will be used each year that the turnaround plan is implemented.

Teachers were interviewed with specific questions that were designed to determine the candidate's knowledge of: content, delivery of instruction methods, creating assessments, data collection and analysis, classroom management, lesson planning, PD, communication skills, instructional practices, work attendance, their service on school committees and past classroom/school situations. Teachers were scored according to their responses and the points (0 - 100) were used as a tool to guide employment decisions made by the principal. No instructional staff members with an interview score below 90 were considered for a position.

The district also implemented the PD360 evaluation process during the second semester of the 2011-12 school year as a means to evaluate and guide hiring decisions of principals. The district did not set-up interviews for instructional staff members who had an overall evaluation score below 70, and if they were considered ineffective for the 2011-2012 school year. The PD360 observations were completed twice during the second semester with a final evaluation in June, 2012. These observations and evaluation were used as a tool by previous principal, Coy Robinson, and the interview team also as a tool to guide hiring decisions. Teachers are evaluated in the following areas:

1) Knowledge of Subject Matter

2) Delivery of Instruction

3) Designing Assessments

4) Utilizing Assessments in Instruction

5) Demonstrating Student Growth

6) Reflecting on Teaching Practices

7) Professional Learning Growth

8) Communication Techniques in a Timely Manner

9) Knowledge of the School Improvement Plan

10) Service on School Committees

School administrators are required to provide information pertaining to the evaluation in each area listed above. Teachers were scored highly effective, effective, minimally effective, or ineffective in each area. There were performance indicators that determined how each teacher would be evaluated (see assurance #1). The PD360 program also recommended PD in each category if the score was not highly effective.

Sampson - Webber Leadership Academy currently has 32 teachers and they have a variety of key teaching and learning experiences. The school experienced a high turnover rate for the 2012-2013 school year due to becoming identified as a high priority school. Teachers new to Sampson - Webber Leadership Academy (2012-2013) equaled 82% (26 teachers) with 18% (6 teachers) returning from the previous school year (2011-2012).

The high teacher-turnover rate was due to Sampson - Webber Leadership Academy becoming a turnaround school after it was identified as a high priority school by the Michigan Department of Education. At least 50% of staff had to be replaced according to turnaround procedures. The principal and interview committee held interviews beginning in May, 2012 through August, 2012. These interviews were set up by Human Resources.

Sampson Academy Teaching Experience Data

0 - 5 Years: 9 %

6 - 10 Years: 6 %

11 - 15 Years: 31 %

16 - 20 Years: 13 %

21 - 25 Years: 19 %

26 - 30 Years: 16 %

31 - 35 years: 3 %

36 - 40 Years: 3 %

Non-instructional staff members are evaluated twice a year, mid-year and in June by school administrators. School Service Assistants, who work closely with teachers, are given job assignments according to seniority, but they are also evaluated by school administrators twice a year (mid-year and at the end of the school year) based on their performance in the following areas: assisting the teacher with instructional tasks assigned to individual students or small groups of students, assisting the teacher with related tasks such as recordkeeping, checking student work, preparing and distributing instructional materials, serving as a liaison between the school and the family, attending parent-teacher conferences, during regular working hours participating in in-service workshops, observing student performance and assisting in the planning and implementation of appropriate instructional activities.

Detail how the school will implement strategies, such as increased opportunities for promotion and career growth, and/or flexible working conditions, designed to recruit and retain staff to meet the needs of students in a transformational school.

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for operational flexibility (see assurance #6) that will support school transformation/turnaround efforts. This operational flexibility includes flexibility with staffing, school calendars, school times, budgeting, professional development (PD) activities, and other operational duties that will support the comprehensive approach to substantially increase student achievement and increase graduation rates.

The principal met with the School Leadership Team (SLT) in August, 2012 before the beginning of the school year to discuss increased opportunities for promotion and career growth and flexible working conditions for the staff. The SLT consisted of: the Principal, the Academic Engagement Administrator, English Language Arts Instructional Specialist, Math/Science Instructional Specialist; the former Reading Recovery Teacher, and the School Improvement Chair. At the meeting it was determined that teachers would be given flexible working conditions and be given opportunities for promotions and career growth in multiple ways. School administrators and the members of the leadership team encourage teachers to assume leadership roles through joining teams and committees.

Flexibility in the school setting has been provided within the classroom. The principal and the SLT will support the staff members by giving them some autonomy to deliver mandated Common Core State Standards (CCSS) with their own creative teaching methods. The SLT believes that when teachers are allowed to be creative in the classroom, students are more engaged in learning. Teachers are invited back to school prior to the official start of the school year. Teachers are given time to team build, review school data, set up classrooms and receive materials and supplies. Sampson - Webber Leadership Academy promotes the development of professional learning communities. Teachers are encouraged to work in monthly cluster grade level teams that allow teachers to increase teaching strategies that promotes student learning. Teachers also work together to build teacher portfolios that reflect their teaching styles, knowledge of content and student achievements.

Instructional staff members are given opportunities to grow professionally through job embedded PD workshops designed to support instructional programs in the school. The staff members are encouraged to request needed training in specific content areas. They can request additional training by communicating with the SLT/school administrators using e-mail throughout the school year or include that information on the staff perception survey that is completed annually. We use advanced technology and provide training and support for

teachers that includes recording and monitoring daily attendance, grade books, pacing charts, content standards and data. The SLT encourages staff members to explore career paths and promote educational opportunities that can result in promotions.

Teachers are provided the opportunity throughout the school year to facilitate learning opportunities for other staff members by organizing and facilitating PD sessions. Monthly PD workshops take place beginning in October and continue throughout the school year. Teachers who participate in designing and facilitating PD and become lead teachers increase their experience in school leadership which leads to career promotions. In addition to school and district mandated professional development workshops, teachers are given flexibility in creating a time line for professional development that they choose to participate in offered through PD360, MDE Learnport, Wayne RESA, and other workshops offered at the district level. Teachers can receive SBCEU's for some PD offered through the district, ISD and MDE. If funding is available, teachers will be provided the opportunity to attend national and state level conferences.

The SLT understands the importance of acknowledging staff for the job they do. As school leaders, they set the tone of the building for both staff and students. They have a keen understanding that people want to be treated with respect. The SLT gives assistance and guidance to those individuals who need to perfect their job performance, but allows staff members to maintain their self-respect.

The SLT met with teachers during the 2012-2013 school year and designed an incentive program that will help to retain highly effective teachers for the upcoming school year. The SLT, beginning in January, 2013 will meet on the last day of each month and determine which staff members have perfect attendance for the month, which teacher had the highest percentage of student attendance for the month, which staff members volunteered the most time in the school and which teacher has the highest percentage of students participating in Accelerated Reading each month. The winners of these rewards will be determined through computer data from MIStar Attendance, Renaissance Learning, staff attendance data kept at the main office level and a sign-in book provided for volunteers. These staff members will be recognized through a reward/incentive system that will include, but not limited to: 1) a written certificate 2) acknowledgement by a school administrator on the school public address system 3) written acknowledgement in the monthly newsletter to parents 4) selected staff members will be given coffee and doughnuts on the third Friday of the following month.

Based on school data and our 2012 MEAP results additional support for classroom teachers from Wayne RESA in the form of core content coaches (reading, writing, math, science and social studies) will be requested through the completion of a MI Excel request form during the 2013 - 2014 school year.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Describe plans and timelines for ongoing, high quality, job embedded professional learning (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional learning is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

All staff members will take an active role in identifying the professional development needs of the school through discussions during staff meetings that involve data dialogue, best practices, student attendance; student behavior and parent involvement. Focus during professional development (PD) efforts will align and support the school's academic goals. The emphasis will be on the academic strengths and weaknesses of Sampson - Webber Leadership Academy students. They will identify students who are not proficient in specific Common Core State Standards (CCSS) from assessment data and instruction will be targeted for those students. As a result of professional development, the expectations are teachers will improve their pedagogical practices for the purpose of implementing best practices in the classroom which will lead to significant gains in student achievement.

Teachers complete surveys in April and September to inform the principal and the School Improvement Team what job-embedded professional development workshops are needed in order to improve the delivery of instruction that will increase student learning. Teachers will meet monthly in Cluster Grade Level Team (CGLT) meetings to discuss classroom activities, differentiated instructional methods, and best practices that they have implemented in their classroom. Teachers also meet as a data team to analyze student assessment data, select evidence based interventions, develop common assessments, and establish walkthrough guidelines. All stakeholders are committed to working together in a collaborative manner to improve student learning at Sampson - Webber Leadership Academy.

Job embedded PD is facilitated by the Sampson - Webber Leadership Academy's Math/Science and ELA Instructional Specialists, resource teachers, and identified teachers that are effective in delivering instruction. Additional PD, if funding is available from the Regional Assistance Grant, will be facilitated by Wayne County RESA content coaches based on the 2012 MEAP that will support the request. Feedback/Evaluation from workshop sessions and job embedded PD will be reviewed on-going throughout the school year to determine if goals and objectives were met and what additional training is needed. Teachers will discuss what training they need in order to improve classroom instruction during grade level team meetings that occur monthly. Agendas, sign-in sheets and minutes from each Grade Level Team Meeting will be given to the School Improvement Chairperson (SIC) who then reports out to the School Leadership team/School Improvement team. The School Improvement Team (SIT) creates a plan of action, developing workshops that will provide instructional support to all teachers.

Using the MI Excel Instructional Learning Cycle, teachers will be expected to work in grade level teams, analyze data, chose an instructional focus for improvement, pre-assess, develop and deliver an instructional plan, post-assess, analyze student artifacts/assessment results and complete the process again when the cycle is complete. The school began implementing the ILC process during the 2012 - 2013 school year with full implementation to begin during the 2013 - 2014 school year and will continue throughout the 2015 - 2016 school year. Teachers will create and administer pre and post tests with common core state standards. The teachers administer a pretest and analyze the data; they create lessons and teach the standards based on the pre assessment test. The school's instructional specialists will give instructional support as needed to teachers. After teachers have taught the common core state standards they will administer a post, analyze the data and begin a new ILC process according to the data. The process includes a MI Excel Data Collection form, a tally/data summary sheet and the assessment. The ILC will be monitored by school administrators through walk-throughs, pre and post assessment data and the review of lesson planning. The school improvement chair will monitor the ILC through the collection of the MI Excel Data Collection forms,

the tally/data summary sheets and copies of the pre and post assessment data. School administrators and the School Improvement Chairperson will report out to the School Improvement Facilitator (SIF) and the MSU Intervention Specialist (IS). Monitoring the success of the ILC will result through the review of the MI Excel Data Collection forms, the tally/data summary sheets, copies of the pre and post assessment data, classroom observations and student artifacts.

The district began providing on-going, job-embedded professional development during the 2012 - 2013 on the reading adoption 'Imagine It' series and continued providing professional development throughout the 2013 - 2014 school year. Professional development was required by all teachers who teach reading. School administrators monitor that the 'Imagine It' reading series is being taught with fidelity through the review of lesson plans and classroom walk-throughs and observations. Monitoring will be assessed through administrative walk-throughs, summative and formative norm referenced assessments (MEAP and MAP), classroom and district assessments, progress reports, report cards and the Instructional Learning Cycle. The instructional specialist and the Wayne RESA English Language Arts (ELA) coach and the school's ELA Instructional Specialist will coach and assist reading teachers throughout the school year. Teachers and school administrators will be able to monitor student progress through summative and formative norm referenced assessments (MEAP and MAP) data, classroom and district assessments, progress reports and report cards.

The district, through the Office of Turnaround, provided professional development training to the principal and three school leadership team members in the fall of 2013 on the development of Professional Learning Communities (PLC). The team received training and returned to the building to train the instructional staff during a weekly staff meeting on how to implement effective changes that become part of the school's practices and culture. The training for the development and implementation of professional learning communities included how to make decisions and reach agreements, assign workload assignments, setting priorities, creation of norms, how to structure productive meetings, the implementation of communication strategies and utilizing a problem solving process. The school implemented professional learning communities during the 2013 - 2014 school year and all instructional staff members are required to take part in the PLC meeting; a PLC meeting is held each month during the school year. Through the implementation of established Professional Learning Communities, there will be an improvement in the use of best practices and strategies that will lead to significant gains in student achievement. The professional learning communities will be monitored by school administrators, the school leadership team, the School Improvement Facilitator (ISD) and the school's Intervention Specialist (IS) through agendas, minutes and sign-in sheets.

Wayne RESA provided a series of Empowering Mathematics Education in Priority Schools with a continued focus on full implementation of the Common Core State Standards (CCSS). Two staff members were selected to participate in the PD's that included train-the-trainer development, establishing classroom coaching and developing building-level professional learning communities. The two team members returned to the school and provided training to the instructional staff during a staff meeting. Partial implementation of classroom coaching in math was established during the 2013 - 2014 school year and full implementation is expected during the 2014 - 2015 school year. The full implementation of the CCSS in math will be monitored by school administrators, the math instructional specialist and the Wayne RESA Math Coach. The impact of the professional development series will be identified through walk-throughs, peer crosswalks, increases in assessments scores and the observation of day to day implementations of learned strategies.

Wayne RESA provided two professional development sessions in March, 2014, called Teaching Big Ideas in Social Studies Education in Priority Schools with a continued focus on full implementation of the Common Core State Standards (CCSS). One staff member was selected to participate in the PD's that included train-the-trainer development, establishing classroom coaching and developing building-level professional learning communities. The full implementation of the CCSS in social studies will be monitored by school administrators. The impact of the professional development series will be identified through walk-throughs, peer crosswalks, increases in assessments scores and the observation of day to day implementations of learned strategies.

During the 2013 - 2014 school year, the district provided Sampson - Webber with on-going, job-embedded PD on Mondo (Early Oral

Language Intervention) for teachers in grades K - 3. Professional development sessions were given off campus and at the school on multiple occasions. Mondo, a differentiated learning program, was chosen at the district level as a means to increase early oral language skills for students in grades K - 3 that will have a positive impact on achievement throughout their lives. Teachers partially implemented the Mondo program during the 2013 - 2014 school year with full implementation to begin during the 2014 - 2015 school year. Teachers will pre-assess students in the area of oral language fluency, they will analyze the data, form and work with students is small groups according to skill-sets and then administer a post assessment. School administrators monitor that the Mondo program is being implemented with fidelity through the review of lesson plans, classroom walk-throughs, observations, increases to summative and formative norm referenced assessments (MEAP and MAP), classroom and district assessments, progress reports and report cards. Teachers will be able to monitor student progress through summative and formative norm referenced assessments (MEAP and MAP) data, classroom and district assessments, progress reports and report cards. Teachers will also observe the impact that the program is having on students through assessments and observations concerning oral language fluency. The school's English Language Arts instructional specialist (ELA) will monitor and provide assistance to teachers with the implementation of Mondo.

During the 2013 - 2014 school year, the district provided Sampson - Webber with on-going, job-embedded PD on Guided Reading for teachers in grades K - 8. Although Guided Reading is a K - 6 reading program, but because our student reading skills are well below average in grade 7 - 8, the Office of Reform at the district level requested that all students in K - 8 participate in Guided Reading. Professional development sessions were given off campus and at the school on multiple occasions. Guided Reading, a differentiated learning program, was chosen at the district level as a means to increase reading skills for students in grades K - 6 that will have a positive impact on achievement throughout their lives. Teachers have partially implemented Guided Reading during the 2013 - 2014 school year with full implementation to begin during the 2014 - 2015 school year. Teachers will analyze MAP and Star assessments; they will form small literacy groups according to skill-sets from the analyzed data and deliver reading instruction. School administrators monitor that Guided Reading is being implemented with fidelity through the review of lesson plans, the Guided Reading check-out forms, classroom walk-throughs, observations, increases to summative and formative norm referenced assessments (MEAP and MAP), and an increase in the scores of classroom and district assessments, progress reports and report cards. Teachers will be able to monitor their student progress through summative and formative norm referenced assessments (MEAP and MAP) data, student artifacts, classroom and district mandated assessments, progress reports and report cards. Instructional specialist (ELA) and the Wayne RESA coach (ELA) provide support to individual teachers.

Data is relevant in teaching and learning. Sampson - Webber has implemented data analysis conversations and practices within the school. All teachers are responsible for gathering student data. Understanding data and the use of data drives all instructional decisions made at Sampson - Webber Leadership Academy. The district's Office of Turnaround provided three separate professional development sessions on triangulating data in the fall, 2013; the training was provided to the principal and three school leadership team members. The team received training on how to organize student performance data into external assessment data, school-wide or grade-wide data (common assessments/benchmarks) and individual assessment data. The team trained all teachers during staff meetings on triangulating data and the school partially implemented monthly school data meetings during the 2013 - 2014 school year with full implementation expected during the 2014 - 2015 school year. Agendas and sign-in sheets serve as a means to monitor data meetings. School administrators can monitor the use of data through classroom data walls, the formation of small group learning groups within the classroom, the review individual student learning plans and lesson planning.

During the 2012 - 2013 school year and throughout the 2013 - 2014 school year, the district provided Sampson - Webber with on-going, job-embedded PD for Renaissance Learning for teachers in grades K - 8. Professional development sessions were given off campus and at the school on multiple occasions. Renaissance Learning was chosen at the district level as a means to increase reading and math skills for students in grades K - 8 that will have a positive impact on achievement throughout their lives. Students are given Star assessments in both math and reading in the fall, winter and spring. Teachers analyze assessment data, create small groups based on individual student needs

and design and deliver small group instruction. Based on Star assessment data, students participate in technology based Accelerated Reading, Accelerated Math and Math Facts in a Flash programs. Students read books at their reading level or complete math problems that they need additional practice. School administrators monitor that the Renaissance Learning program is being implemented with fidelity through monthly Renaissance Learning reports, the review of lesson plans, classroom walk-throughs, observations, an increase to summative and formative norm referenced assessments (MEAP and MAP), classroom and district assessments, progress reports and report cards. Teachers will be able to monitor student progress through summative and formative norm referenced assessments (MEAP and MAP) data, classroom and district assessments, progress reports and report cards. Instructional specialist (ELA and Math), assigned personnel from Renaissance Learning and Wayne RESA coaches will provide support as need to individual teachers.

The district, through the Office of Turnaround, provided professional development training to the principal and three school leadership team members on improving the culture and climate of the school. The team received extensive training beginning in the fall of the 2013 school year and continued throughout the 2013 - 2014 school year concerning strategies for de-escalating conflicts. The training included conflict management strategies that should be learned and applied by school staff members, parents and students. The team members brought conflict resolution strategies back to staff members that were implemented during the 2013 - 2014 school year. The instructional staff members taught and implemented strategies within the classroom to assist their students to seek compromise and effective ways to manage conflict. The principal and school leadership team members plan to continue implementation next year by training parents on the use of effective conflict resolution strategies during the 2014 - 2015 school year. The continuing improvement of climate and culture of the school can be monitored by the agendas and sign-in sheets of training sessions that are offered to parents and given to staff members. School administrators and the Office of Turnaround can monitor the effectiveness of the conflict resolution program through the school information system (SIS); the SIS houses student behavior data. Student behavior data walls will also be maintained in classrooms. There should be a drop in the number of negative student behavior referrals as well as a drop in the number of parent complaints at the school level. Once learned, implementing the strategies to improve the climate and culture of the school will be the responsibility of staff, students and parents.

PD360 is another means of receiving professional development. The district provides all teachers with a Netbook and they complete PD on-line through PD360. The on-line program identifies PD for teachers when school administrators complete teacher observations. The district can also determine what professional development program should be watched district-wide at weekly staff meetings. Teachers and administrators also identify what PD is needed to meet their personal professional objectives when they complete their Employee Development Plan. Teachers can use PD360 to gain knowledge through PD and they can collaborate with teachers in other schools across the country concerning best practices, common core state standards, differentiated instruction, creating assessment, classroom management, and a variety of other information. PD360 usage is monitored by the district and the school principal through reports obtained on the PD360 website that verifies teacher use and completion of trainings. Teachers can also print out completion certificates to file in their portfolios; portfolios are used as part of the evaluation process. As a result of professional development through PD360, there should be significant gains and improvement in student achievement that will be monitored by school administrators, teachers, the district, the state and local agencies (Wayne RESA) in assessment data. Report cards and progress reports will be monitored by school administrators and teachers as another means to reflect student progress.

In addition to Sampson - Webber Leadership Academy's PD workshops, teachers and support staff are given PD opportunities through other agencies. The district provides district-wide PD that all instructional employees, school administrators, and support staff attend throughout the school year. School administrators, teachers, and support staff are given the opportunity to attend PD workshops on an individual needs basis. The district offers a variety of PD workshops that teachers can sign up for on Solutionwhere on-line. The workshops are offered throughout the year and at different locations and times. Wayne RESA also provides PD workshops that teachers can attend to increase their knowledge and improve on the delivery of instruction.

Describe the new governance structure adopted that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent.

Beginning in August, 2012 there was a new governance structure formed at Sampson - Webber Leadership Academy. Detroit Public Schools supports the development and refinement of Sampson - Webber's Leadership Academy's processes and procedures to increase rapid school turnaround. This governance structure will support our Turnaround Plan that includes an on-going monitoring of a multi-tiered system of support for our students and increased parental involvement. The governance structure at Sampson - Webber Leadership Academy begins with school administrators working closely with School Leadership Team (SLT). The School Improvement Team (SIT) meets monthly. At the meetings norms are established, agendas are given, sign-in sheets are used and minutes are recorded. The (SIP) chairperson facilitates Grade Level Cluster Team (GLCT). These teams collaborate on how to increase rapid school improvement by grade levels and in all core content subjects (i.e. Reading, Writing, Math, Science and Social Studies). Feedback from the GLCT meetings is forwarded to the School Improvement Team (SIT) where recommendations needing approval are given. The school principal regularly meets with the Assistant Superintendent assigned to Sampson - Webber Leadership Academy to discuss the direction of school improvement.

The School Leadership Team holds weekly meetings with the school principal that began in September, 2012. The School Leadership Team was identified by the school principal in July, 2012. The team includes the Academic Engagement Administrator, the Instructional Specialists, and the School Improvement Chair. These individuals were selected based on their knowledge of academics in the areas of English Language Arts and Math, their expertise of school improvement and their ability to communicate with teachers, students, parents and stakeholders.

They discuss the daily operations of the school which include classroom observations, student behavior, teacher attendance, weekly staff meeting topics, district information and directives, safety concerns, the level of parental involvement, the multi-tiered system of support, student attendance, the cleanliness of the school, cafeteria concerns, school programs, professional development and assessment data as it becomes available. The School Leadership Team also works closely with the SIT. The SIT meets monthly to discuss school improvement in the curriculum and culture of the school. They report out to the entire school staff once a month.

The State-wide System of Support provides for a School Improvement Facilitator (SIF) from Wayne RESA and an Intervention Specialist (IS) from Michigan State University. The Wayne RESA facilitator works with the SIT to develop structures and procedures that will ensure the implementation of Instructional Learning Cycles. The SIF also provides assistance in the completion of the School Data Profile and Analysis, the School Improvement Plan and the Reform and Redesign Plan. The SIF files required documentation with the Michigan Department of Education and Wayne County RESA.

The Michigan State University IS collaborates with the School Leadership Team (SIT) to support the needs of a priority school.

Detail how the use of data will identify and implement an instructional program that is research-based and aligned from one grade to the next, as well as with state standards.

Teachers at Sampson-Webber Leadership Academy meet monthly in grade level vertical teams to analyze and discuss student's achievement data from the following multiple data sources (I.e., STAR Reading and Math, DIBELS, MAP, MEAP, and Instructional Learning Cycle pre/post assessments). The learning expectations for each grade level are targeted by using the Common Core State Standards. The CCSS is chosen according to the high and low student performance on annual and quarterly standards-based assessments. The purpose of

grade level team data dialogues is to develop a common understanding of the concepts and skills students need to know, and identify the proficiency level the grade level teams want students to attain on the next assessment.

The data that was used to identify academic learning areas are the fall, 2013 MEAP assessment data, the fall, 2012 MEAP assessment scores, the 2011 MEAP assessment scores, the fall 2011 MI Access assessment scores, the fall, 2013 DIBELS data, the 2012 DIBELS data, the fall, 2013 Measurement of Academic Progress (MAP) data, the 2011-2012 attendance data, the 2012- 2013 attendance data and the 2013 - 2014 attendance data to date. The data used will guide the turnaround process because they identify student progress. The multi-tiered system will target students who need interventions throughout the school year and in all subjects. The system will be designed to meet the needs of students who are not proficient based on data. Schools must continuously analyze data to drive instruction; create strategies, make student modifications, progress monitor, and group students according to needs, create assessments and design lesson plans.

As the Sampson - Webber staff analyzed the school's data, we identified underlying causes of low student performance is all core content areas. The causations include low student attendance, negative student behavior as it relates to the number of referrals and suspensions, flat line scores for the last three years in science and social studies, and a decline in all core subjects on MEAP assessments except increases in 4th grade reading (8 percent), 4th grade math (0.8 percent) and 6th grade math (11.6 percent).

The following school data identifies the need for improvement in the content areas of reading, writing math, science and social studies.

MEAP Comparison from 2009 until 2013

Reading - 3rd Grade

2013 - 11.8 Percent Proficient (0 Percent Advanced)

2012 - 21 Percent Proficient

2011 - 33 Percent Proficient

2010 - 16 Percent Proficient

2009 - 38 Percent Proficient

Reading - 4th Grade

2013 - 20 Percent Proficient (0 Percent Advanced)

2012 - 12 Percent Proficient

2011 - 20 Percent Proficient

2010 - 26 Percent Proficient

2009 - 14 Percent Proficient

Reading - 5th Grade

2013 - 16.7 Percent Proficient (0 Percent Advanced)

2012 - 35 Percent Proficient

2011 - 23 Percent Proficient

2010 - 37 Percent Proficient

2009 - 39 Percent Proficient

Reading - 6th Grade

2013 - 37.2 Percent Proficient (2.3 Percent Advanced)

2012 - 41 Percent Proficient 2011 - 20 Percent Proficient

2010 - 24 Percent Proficient

2009 - 21 Percent Proficient

Reading - 7th Grade

2013 - 12.9 Percent Proficient (0 Percent Advanced)

2012 - 13 Percent Proficient

2011 - 12 Percent Proficient

2010 - 11 Percent Proficient

2009 - 16 Percent Proficient

Reading - 8th Grade

2013 - 28.8 Percent Proficient (5.8 Percent Advanced)

2012 - 43 Percent Proficient

2011 - 14 Percent Proficient

2010 - 21 Percent Proficient

2009 - 32 Percent Proficient

Math - 3rd Grade

2013 - 0 Percent Proficient (0 Percent Advanced)

2012 - 0 Percent Proficient

2011 - 7 Percent Proficient

2010 - 0 Percent Proficient

2009 - 8 Percent Proficient

Math - 4th Grade

2013 - 3. 4 Percent Proficient (0 Percent Advanced)

2012 - 2 Percent Proficient

2011 - 2 Percent Proficient

2010 - 5 Percent Proficient

2009 - 14 Percent Proficient

Math - 5th Grade

2013 - Percent Proficient 2.4 (0 Percent Advanced)

2012 - 8 Percent Proficient

2011 - 3 Percent Proficient

2010 - 12 Percent Proficient

2009 - 16 Percent Proficient

Math - 6th Grade

2013 - 11.6 Percent Proficient (0 Percent Advanced)

2012 - 0 Percent Proficient

2011 - 6 Percent Proficient

2010 - 9 Percent Proficient

2009 - 11 Percent Proficient

Math - 7th Grade

2013 - 0 Percent Proficient (0 Percent Advanced)

2012 - 3 Percent Proficient

2011 - 3 Percent Proficient

2010 - 11 Percent Proficient

2009 - 10 Percent Proficient

Math - 8th Grade

2013 - 0 Percent Proficient (0 Percent Advanced)

2012 - 0 Percent Proficient

2011 - 15 Percent Proficient

2010 - 16 Percent Proficient

2009 - 18 Percent Proficient

Writing - 4th Grade

2013 - 3.2 Percent Proficient (0 Percent Advanced)

2012 - 7 Percent Proficient

2011 - 7 Percent Proficient

2010 - 14 Percent Proficient

Writing - 7th Grade

2013 - 9.4 Percent Proficient (0 Percent Advanced)

2012 - 11 Percent Proficient

2011 - 16 Percent Proficient

2010 - 9 Percent Proficient

Science - 5th Grade

2013 - 0 Percent Proficient (0 Percent Advanced)

2012 - 0 Percent Proficient

2011 - 2 Percent Proficient

2010 - 2 Percent Proficient

2009 - 2 Percent Proficient

Science - 8th Grade

2013 - 0 Percent Proficient (0 Percent Advanced)

2012 - 0 Percent Proficient

2011 - 0 Percent Proficient

2010 - 0 Percent Proficient

2009 - 0 Percent Proficient

Social Studies - 6th Grade

2013 - 0 Percent Proficient (0 Percent Advanced)

2012 - 0 Percent Proficient

2011 - 1 Percent Proficient

2010 - 4 Percent Proficient

2009 - 4 Percent Proficient

Fall 2012, MEAP Data

2012 MEAP Assessment Data in Reading

3rd Grade - 21 Percent Proficient

4th Grade - 12 Percent Proficient

5th Grade - 35 Percent Proficient

6th Grade - 41 Percent Proficient

7th Grade - 13 Percent Proficient

8th Grade - 43 Percent Proficient

2012 MEAP Assessment Data in Writing

4th Grade - 7 Percent Proficient

7th Grade - 11 Percent Proficient

2012 MEAP Assessment Data in Math

3rd Grade - 0 Percent Proficient

4th Grade - 2 Percent Proficient

5th Grade - 8 Percent Proficient

6th Grade - 0 Percent Proficient

7th Grade - 3 Percent Proficient

8th Grade - 0 Percent Proficient

2012 MEAP Assessment Data in Science

5th Grade - 0 Percent Proficient

8th Grade - 0 Percent Proficient

2012 MEAP Assessment Data in Social Studies

6th Grade - 0 Percent Proficient

2011 MEAP Assessment Data in Reading

3rd Grade students were 33% proficient in reading based on MEAP scores.

4th Grade students were 20% proficient in reading based on MEAP scores.

5th Grade students were 23% proficient in reading based on MEAP scores.

6th Grade students were 20% proficient in reading based on MEAP scores.

7th Grade students were 12% proficient in reading based on MEAP scores.

8th Grade students were 14% proficient in reading based on MEAP scores.

2011 MEAP Assessment Data on MEAP Writing:

4th Grade students scored 93% below state standards, only 7% of the students were proficient.

7th Grade students scored 84% below state standards, only 16% of the students were proficient.

2011 MEAP Assessment Data in Math

Grade 3 students scored 6% proficient in math based on MEAP data.

Grade 4 students scored 2% proficient in math based on MEAP data.

Grade 5 students scored 3% proficient in math based on MEAP data.

Grade 6 students scored 6% proficient in math based on MEAP data.

Grade 7 students scored 6% proficient in math based on MEAP data.

Grade 8 students scored 15% proficient in math based on MEAP data.

Students with disabilities in all grade levels scored 0% proficient in math.

2011 MEAP Assessment Data in Science

Grade 5 students scored 2% proficient in Science.

Grade 8 students scored 0% proficient in Science.

2011 MEAP Assessment Data in Social Studies

Grade 6 students scored 1% proficient in Social Studies.

2013 Fall Kindergarten Star Early Literacy Assessment Data

46.6% Early Emergent Readers

51.2% Late Emergent Readers

2.2% Transitional Readers

0% Probable Readers

2012 Fall Kindergarten Star Early Literacy Assessment Data

56.5% Early Emergent Readers

43.5 % Late Emergent Readers

0% Transitional Readers

0% Probable Readers

2013 Fall 1st Grade Early Literacy Assessment Data

12.5% Early Emergent Readers

50% Late Emergent Readers

31.3% Transitional Readers

3% Probable Readers

2012 Fall 1st Grade Early Literacy Assessment Data

48.3% Early Emergent Readers

44.8% Late Emergent Readers

6.9% Transitional Readers

0% Probable Readers

2013 Fall Elementary Special Education Star Early Literacy Assessment Data

66.7% Early Emergent Readers

33.3 % Late Emergent Readers

0% Transitional Readers

0% Probable Readers

2012 Fall Elementary Special Education Star Early Literacy Assessment Data

25% Early Emergent Readers

75 % Late Emergent Readers

0% Transitional Readers

0% Probable Readers

Fall, 2013 Star Reading Assessment Data

2nd Grade

At/Above Benchmark: 6 Percent

On Watch: 0 Percent

Intervention: 6 Percent

Urgent Intervention: 88 Percent

3rd Grade

At/Above Benchmark: 3 Percent

On Watch: 3 Percent

Intervention: 14 Percent

Urgent Intervention: 81 Percent

4th Grade

At/Above Benchmark: 6 Percent

On Watch: 10 Percent

Intervention: 10 Percent

Urgent Intervention: 74 Percent

5th Grade

At/Above Benchmark: 7 Percent

On Watch: 9 Percent

Intervention: 26 Percent

Urgent Intervention: 58 Percent

6th Grade

At/Above Benchmark: 11 Percent

On Watch: 6 Percent

Intervention: 11 Percent

Urgent Intervention: 66 Percent

7th Grade

At/Above Benchmark: 3 Percent

On Watch: 17 Percent

Intervention: 31 Percent

Urgent Intervention: 49 Percent

8th Grade

At/Above Benchmark: 14 Percent

On Watch: 5 Percent

Intervention: 25 Percent

Urgent Intervention: 55 Percent

Fall 2012 Star Reading Assessment Data

2nd Grade: 1.1 Grade Equivalent Reading Level

3rd Grade: 2.0 Grade Equivalent Reading Level

4th Grade: 2.0 Grade Equivalent Reading Level

5th Grade: 2.7 Grade Equivalent Reading Level

6th Grade: 3.6 Grade Equivalent Reading Level

7th Grade: 3.5 Grade Equivalent Reading Level

8th Grade: 5.0 Grade Equivalent Reading Level

Fall 2012 Special Education Star Reading Assessment Data

Middles School Emotionally Impaired: 2.8 Grade Equivalent

Middle School Learning Disabled: 1.7 Grade Equivalent

Fall 2013 Star Math Assessment Data

1st Grade:

 20% At or Above Benchmark

 35% On Watch

 25% Intervention

 20% Urgent

2nd Grade:

 4% At or Above Benchmark

 4% On Watch

 52% Intervention

 41% Urgent

3rd Grade:

 18% At or Above Benchmark

 0% On Watch

 55% Intervention

 27% Urgent

4th Grade:

8% At or Above Benchmark

12% On Watch

8% Intervention

73% Urgent

5th Grade:

13% At or Above Benchmark

2.5% On Watch

26% Intervention

27% Urgent

6th Grade:

11.5% At or Above Benchmark

22.5% On Watch

19.5% Intervention

46.5% Urgent

7th Grade:

10% At or Above Benchmark

7% On Watch

26% Intervention

57% Urgent

8th Grade:

11% At or Above Benchmark

8% On Watch

37% Intervention

44% Urgent

Fall 2012 Star Math Assessment Data

Kindergarten: 0.1 Grade Equivalent Math Level

1st Grade: 0.5 Grade Equivalent Math Level

2nd Grade: 1.0 Grade Equivalent Math Level

3rd Grade: 2.1 Grade Equivalent Math Level

4th Grade: 2.4 Grade Equivalent Math Level

5th Grade: 2.9 Grade Equivalent Math Level

6th Grade: 3.9 Grade Equivalent Math Level

7th Grade: 4.4 Grade Equivalent Math Level

8th Grade: 4.6 Grade Equivalent Math Level

Fall 2012 Special Education Star Math Assessment Data

Elementary Special Education: 0.9 Grade Level Equivalent

Middles School Emotionally Impaired: 3.3 Grade Equivalent

Middle School Learning Disabled: 1.7 Grade Equivalent

2013 DIBELS Assessment Data (Middle of the Year)

Kindergarten:

    0% Benchmark

    9% Below Benchmark

    91%   Well Below Benchmark

First Grade:

    14% Benchmark

    3% Below Benchmark

    83% Well Below Benchmark

2nd Grade:

    11% Benchmark

    13% Below Benchmark

    76% Well Below Benchmark

2012 DIBELS Assessment Data (Beginning of the Year)

Kindergarten: 20% proficient in reading based on DIBELS scores.

1st Grade: 11% proficient in reading based on DIBELS scores.

2nd Grade: 7% proficient in reading based on DIBELS scores.

3rd Grade: 60% proficient in reading based on DIBELS scores.

4th Grade: 8% proficient in reading based on DIBELS scores.

5th Grade: 22% proficient in reading based on DIBELS scores.

2011 End of the Year DIBELS Assessment Data

Kindergarten students were 28% proficient in reading based on DIBEL scores.

1st Grade students were 49% proficient in reading based on DIBELS scores.

2nd Grade students were 17% proficient in reading based on DIBELS scores.

Fall 2013 Measurement of Academic Progress (MAP)

Reading

2nd Grade: 12.8% Not Proficient

3rd Grade: 46.3% Not Proficient

4th Grade: 48.5% Not Proficient

5th Grade: 57.4% Not Proficient

6th Grade: 60% Not Proficient

7th Grade: 44.2% Not Proficient

8th Grade: 42.9% Not Proficient

Fall 2013 Measurement of Academic Progress (MAP)

Math

2nd Grade: 63% Not Proficient

3rd Grade: 81.6% Not Proficient

4th Grade: 91.2% Not Proficient

5th Grade: 91.1% Not Proficient

6th Grade: 79.1% Not Proficient

7th Grade: 93% Not Proficient

8th Grade: 87% Not Proficient

Attendance Data

The attendance data for the previous school year was 87.6 percent, below state guidelines of 90 percent. There is a continuing pattern of an attendance problem during the 2012-2013 school year. In September, the monthly student attendance averaged 70.6 percent and through the twelfth of October there is average of 83 percent. The lowest student attendance average by grade level is 6th grade; their average to date is 70.3 percent. The highest student attendance average to date was on count day (October 3, 2012); the student attendance averaged 90.7 percent.

As the teams examine standards and objectives of student's academic performance at a high level, teachers and administrators identify the strengths in the curriculum, instructional resources, and strategies. Similarly, examining standards and objectives of student's academic performance at a low level identify weaknesses in the curriculum, instructional resources, and strategies. This process requires continuous monitoring and placing special attention on vocabulary instruction used in the standards; students learning expectations to determine critical concepts to be learned and skills to be mastered. Focusing attention on targeted concepts and skills provide shared understanding of how standards are connected across grade levels and subject areas.

The teams analyze how the standards in each grade are assessed on state and district assessments, and how the standards fit within the scope and sequence of the district curriculum. Teachers then use data to drive their classroom instructions, differentiate instruction, and provide small learning groups.   The Cluster Grade Level Teams met with school administrators on October 17, 2012, to have a data dialogue and to analyze assessment data results; generate a theory of the causation of the data results; and begin the process of the instructional Learning Cycle (school- wide).

The teams discussed trends and patterns for both reading and math data over a period of three years. The teams then identify specific standards and objectives on which student performance has shown a decline or an increase. After team's collaborations, the teams then developed a plan for both reading and math that allowed them to dig more deeply into the state standards identifying the concepts and skills required for student proficiency on specific objectives. Teams used "Crosswalk" to compare concepts and skills for specific standards and objectives at the grade levels below and above the grade they teach. Teams became more visually aware of how concepts and skills are built into a vertical and horizontal progression from one grade level to the next grade level.

Teachers took an even more in depth look at specific items on previous assessments on which the objectives are tested. Emphasis was placed on skills required of students in order for them to demonstrate proficiency on the objectives.

The next Cluster Grade Level Team meeting consisted of teams investigating research-based strategies and resources needed to promote student mastery of the targeted CCSS using "What Work Clearinghouse" as a source.   Teachers collaborated to identify effective research-based strategies and appropriate resources that are used to support student learning of the selected CCSS and came to a consensus on the instructional strategies. The teams designed a pre- assessment and administered the assessment to students to determine where students are by using the multi-tier system to differentiate instruction and provide small groups students into small groups according to whether they are tier 1, tier 2, or tier 3. grade level team data dialogues is to develop a common understanding of the concepts and skills students need to know, and identify the proficiency level the grade level teams want students to attain on the next assessment. As the teams examine standards and objectives of student's academic performance at a high level, teachers and administrators identify the strengths in the

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As an additional support, the School Improvement Team developed a three year professional Development calendar that builds teachers' capacity to provide effective instructional strategies on identified CCSS and learning objectives. The School Improvement Team is increasingly aware of teachers' pedagogical needs and ways to help increase teachers' instructional effectiveness in both Reading and Math.

The Grade Level Teams met to have another data dialogue meeting surrounding the data results collected and recorded from the pre-assessment. The grade level teams worked collaboratively to make certain the pre-assessment results were recorded on the MI Excel data and tally sheets accurately.   Notations are made regarding struggling students. Immediately following the pre-assessment, teachers implement the instructional strategies for the next two to three weeks prior to the post assessment to provide adult implementation of the strategy and influence the impact of the student's outcome. The team also identified the existing professional support received within the school building (i.e. School Improvement Facilitator/Service Provider and, Michigan State University Intervention Specialist, ELA Instructional Specialist, and a Math Instructional Specialist).

Grade Level Teams met to analyze samples of student's artifacts were collected to serve as evidence of the adult implementation of the

chosen research based strategy and the impact of the outcome of student's understanding of the chosen standards and objectives. During this meeting, the teams made inferences about student's strengths, weaknesses, if the students learned what was expected for them to learn, what skills or knowledge needs to be strengthened in the future, was the research-based strategy effective and did the assessment have enough rigor? A date is given for the post assessment which mirrors the pre-assessment to be administered. The team collaborated again to determine if there was any growth by comparing the data results of the pre and post assessments which is the completion of the first instructional learning cycle.

Teachers at Sampson - Webber Leadership Academy use district approved textbooks, technology and materials to teach CCSS that are aligned from one grade level to the next.   Pre and post assessments are administered to measure student progress. Students are given a number of assessments to determine what instructional level they are on and what services/programs will be offered. Sampson- Webber teachers develop lesson plans that are aligned to the CCSS and the content/grade level pacing guides provided on the district's website.

Teachers differentiate instruction and provide small learning groups based on data from various sources (i.e., STAR Reading and Math, DIBELS, MAP, and MEAP).

To begin the process of implementing a multi-tiered system of support with the format outlined below, administrators and teachers met on October 17, 2012 to discuss school data. They worked collaboratively in Grade Level/Content Level teams (GL/CL) to examine the data (i.e., MEAP, MI Access, DIBELS, Star Reading and Math). The GL/CL members reported their findings that included data used, causes for low performance, goals, strategies, and additional professional development they would need in targeted areas. These dialogues occur monthly within various team meetings (see assurance # 5). The school has been assigned a School Improvement Facilitator by the ISD and an Intervention Specialist from MSU who participate in data dialogues. Several IES Practice Guides from the What Works Clearinghouse will be used during the three year plan.

Teachers develop individualized student learning plans based on assessment scores, teacher observations and recorded grades. Students are provided additional support from the school counselor, the school social worker and the school's paraprofessionals. Additional support comes from the Development Center, an outside agency located in the school that provides social work services for students and their families through referrals made to the Resource Coordinating Team (RCT). At Sampson - Webber a researched-based, multi-tiered system of support that is aligned to the curriculum in ELA and Math and implemented with fidelity is listed below:

Early Identification of Students Needing Additional Support, Targeted Interventions and Researched Strategies Used for Instruction and Regular Monitoring, Evaluating and Implementation of Student Progress:

Developmental Center (Tier 3): The center provides services to our tier 3 students who has been referred by their teacher. These tiered 3 students experience difficulties with social-emotional competence In order for these students to reach a desired outcomes in school, the Developmental Center staff members provide one-one additional services and unique early interventions strategies to prevent student failure. Students who have social and emotional problems often experience academic failures in reading, math, writing, social studies and science.

Star Early Literacy (Tier 1) (K-1)/Star Reading (2-8): Students complete a reading assessment that identifies their grade equivalency in reading and the CCSS they have not mastered. Students are given ongoing reading instruction in small group settings with specific goals assigned to increase reading skills. Students are assessed in September and April school-wide, but teachers can assess as often as they As an additional support, the School Improvement Team developed a three year professional Development calendar that builds teachers' capacity to provide effective instructional strategies on identified CCSS and learning objectives. The School Improvement Team is increasingly aware of teachers' pedagogical needs and ways to help increase teachers' instructional effectiveness in both Reading and Math.

The school's goals are connected to priority needs and the needs assessment in the following content areas as listed below:

Reading: We have discovered there is a need to provide professional development for all teachers. The PD will focus on instructional delivery in order to increase student achievement. The use of differentiated instruction to meet the needs of all learners will be implemented in all classrooms and in all subject areas. We have concluded, based on the number of referrals for negative student behavior and low attendance, a need to implement the PBIS (positive behavior program) in order to increase positive student behavior as well as to help improve attendance. Positive behavior rewards and incentives for increasing attendance will have a direct positive impact on student achievement.

Writing: We have discovered there is a need to provide professional development for all teachers. The PD will focus on instructional delivery in order to increase student achievement. The use of differentiated instruction to meet the needs of all learners will be implemented in all classrooms and in all subject areas. We have concluded, based on the number of referrals for negative student behavior and low attendance, a need to implement the PBIS (positive behavior program) in order to increase positive student behavior as well as to help improve attendance. Positive behavior rewards and incentives for increasing attendance will have a direct positive impact on student achievement.

Math: We have discovered there is a need to provide professional development for all teachers. The PD will focus on instructional delivery in order to increase student achievement. The use of differentiated instruction to meet the needs of all learners will be implemented in all classrooms and in all subject areas. We have concluded, based on the number of referrals for negative student behavior and low attendance, a need to implement the PBIS (positive behavior program) in order to increase positive student behavior as well as to help improve attendance. Positive behavior rewards and incentives for increasing attendance will have a direct positive impact on student achievement.

Social Studies: We have discovered there is a need to provide professional development for all teachers. The PD will focus on instructional delivery in order to increase student achievement. The use of differentiated instruction to meet the needs of all learners will be implemented in all classrooms and in all subject areas. We have concluded, based on the number of referrals for negative student behavior and low attendance, a need to implement the PBIS (positive behavior program) in order to increase positive student behavior as well as to help improve attendance. Positive behavior rewards and incentives for increasing attendance will have a direct positive impact on student achievement.

Science: We have discovered there is a need to provide professional development for all teachers. The PD will focus on instructional delivery in order to increase student achievement. The use of differentiated instruction to meet the needs of all learners will be implemented in all classrooms and in all subject areas. We have concluded, based on the number of referrals for negative student behavior and low attendance, a need to implement the PBIS (positive behavior program) in order to increase positive student behavior as well as to help improve attendance. Positive behavior rewards and incentives for increasing attendance will have a direct positive impact on student achievement.

ENGLISH LANGUAGE ARTS - READING

Grade Span: K-8

Identification/Criteria for Selection:

In the Classroom: K-3 Lowest students (red level) based on DIBELS testing will be working in BURST groups to differentiate instruction to bridge the gap. When students reach the green level in DIBELS they will not receive additional BURST interventions. We use Star Early Literacy Testing for grades K-1 to help identify students not mastering the State's academic achievement assessment standards at an advanced or proficient level. We use Star testing in grades 2-8 to help identify students not mastering the State's academic achievement assessment standards at an advanced of proficient level for further interventions. Students in grades 3-8 scoring in the 3 (partially proficient) and 4 (not proficient) levels on MEAP will be targeted for interventions. The reading scores on classroom assessments and teacher

observations are used to determine if interventions are needed.   Small group instruction will be provided to those students needing additional instruction until individual goals are mastered.

The Reading Recovery teacher will administer a literacy test to the lowest performing 30% of the first graders to determine which students have the greatest area of need for assistance in reading and writing. The test consists of letter and sound identification, high frequency word test, concepts about print, hearing and recording sounds in dictation, and writing of known words. Students selected for the Reading Recovery program will receive the one-on-one intervention for a period of 30 minutes, 5 days a week, for approximately 12-20 weeks or they reach a level 13 in reading.

ENGLISH LANGUAGE ARTS - WRITING

Grade Span: 1st through 8th Grades

Identification/Criteria for Selection: Students are identified for writing interventions based on one or more criteria. Students will be identified through MEAP writing scores for grades 4 and 7, teacher observations (K-8), MI-Access Writing Program (grades 3-8) and classroom writing assessments (1-8). Students will continue receiving writing instruction according to their writing levels throughout the school-year. If students score at a level 1 or 2 on MEAP Writing they will not be identified for after-school tutoring, however, students who score at a level 3 or 4 will be recommended for after-school tutoring, Small group instruction will be provided to those students needing additional instruction until individual goals are mastered.

MATH

Grade Span: K-8

Identification/Criteria for Selection: If students score at a level 1 or 2 on MEAP Math they will not be identified for after-school tutoring, however, students who score at a level 3 or 4 will be recommended for after-school tutoring. Small group instruction will be provided to those students needing additional instruction until individual goals are mastered. The lowest performing students are identified to receive further interventions based on MEAP test data (Grades 3-8), Star Math (Grades K- 8), classroom assessments (Grades K-8), teacher observations (Grades K-8) and report cards (Grades K-8).

SCIENCE

Grade Span: K-8

Identification/Criteria for Selection:

The lowest performing students are identified to receive further interventions based on MEAP test data (Grades 5 and 8), classroom assessments (Grades K-8), teacher observations (Grades K-8) and report cards (Grades K-8). If students score at a level 1 or 2 on MEAP Science they will not be identified for after-school tutoring, however, students who score at a level 3 or 4 will be recommended for after-school tutoring.

SOCIAL STUDIES

Grade Span: K-8

Identification/Criteria for Selection:

The lowest performing students are identified to receive further interventions based on MEAP test data (6th grade), classroom assessments (Grades K-8), teacher observations (Grades K-8) and report cards (Grades K-8).   If students score at a level 1 or 2 on MEAP Social Studies they will not be identified for after-school tutoring, however, students who score at a level 3 or 4 will be recommended for after-school tutoring.

ENGLISH LANGUAGE ARTS - READING

Grade Span: K-2

Interventions:

In the Classroom: Teachers are differentiating classroom instruction by working with small groups while other students are working in learning centers. Teachers will use Individual Student Learning Plans to individualize student instruction. Students are using technology to enhance their skills. Students are reading leveled books, participating in learning centers and peer tutoring. Teacher aides (SSA's) provide additional one on one and small group learning opportunities. Teachers and staff members will implement PBIS (Positive Behavior Intervention System) in all classrooms to insure good behavior and less negative interruptions.

Beyond the Classroom: The Reading Recovery teacher will implement the Reading Recovery program with selected first grade students that are having difficulty in reading and writing. The Reading Recovery teacher will also work with small literacy groups for part of the day. The students will be selected for literacy groups based on teacher recommendations and the results from the STAR Reading Assessment that will be given at the beginning of the school year. America Reads (University of Michigan students) will provide additional reading support to K-2 students. The school presents a Family Literacy Night where students are engaged in reading and writing activities. Parents are given information that provides reading and writing strategies that they can implement at home. A book distribution that includes both adult books and children's books is held in order to encourage and provide reading materials to families. Teachers and staff members will plan and implement increased parent and student involvement activities.

Additional Time: The elementary resource teacher works with identified students with an Individual Education Plan (IEP) in place. Other students who are not receiving additional time and assistance are working in Literacy Centers. All students in grades K-2 will receive a district mandated extra 4 weeks of instruction. Also all students in grades K-2 will be provided the opportunity to attend a district 2 week summer school program that will immediately following the extended school year.

Effectiveness: The effectiveness of the BURST groups will be measured by middle of the year (MOY DIBELS testing) and end of year (EOY) DIBELS testing. The remainder of K-2 students will follow the Imagine It curriculum by working in learning centers. The indication of the effectiveness will be shown through Progress Monitoring which is part of the DIBELS/BURST program.

Grade Span: 3-5

Interventions:

In the Classroom: All students will use Accelerated Reading (AR) as an intervention to bridge the achievement gap. Teachers will use Individualize Student Learning Plans to individualize student instruction. The effectiveness of AR will be measured by Growth Report from STAR Reading. The rest of the 3-5 students will follow the Imagine It curriculum. Teachers and staff members will implement PBIS (Positive Behavior Intervention System) in all classrooms to ensure good behavior and less negative interruptions.

Beyond the Classroom: The school presents a Family Literacy Night where students are engaged in reading and writing activities. Parents are given information that provides reading and writing strategies that they can implement at home. A book distribution that includes both adult books and children's books is held in order to encourage and provide reading materials to families. Teachers and staff members will plan and implement increased parent and student involvement activities.

Additional Time: The elementary resource teacher works with identified students with an Individual Education Plan (IEP) in place. Other students who are not receiving additional time and assistance are working in Literacy Centers. All students in grades K-8 will receive a district mandated extra 4 weeks of instruction. Also all students in grades 3-5 will be provided the opportunity to attend a district 2 week summer school program that will immediately follow the extended school year.

Effectiveness: The effectiveness of the interventions will reflect increases in report card grades, MEAP assessment data and Star assessment scores.

Grade Span 6-8:

Interventions:

In the Classroom: The lowest level students will use Accelerated Reading (AR) as an intervention to bridge the achievement gap. The effectiveness of AR will be measured by Growth Report from STAR Reading. The rest of the 4-8 students will follow the Imagine It curriculum. Teachers will use Individualize Student Learning Plans to individualize student instruction. Teachers and staff members will implement PBIS (Positive Behavior Intervention System) in all classrooms to ensure good behavior and less negative interruptions.

Beyond the Classroom: The school presents a Family Literacy Night where students are engaged in reading and writing activities. Parents are given information that provides reading and writing strategies that they can implement at home. A book distribution that includes both adult books and children's books is held in order to encourage and provide reading materials to families. Teachers and staff members will plan and implement increased parent and student involvement activities.

Additional Time:

The middle school resource teacher works with identified students with an Individual Education Plan (IEP) in place. Other students who are not receiving additional time and assistance are working on independent reading activities. All students in grades K-8 will receive a district mandated extra 4 weeks of instruction. Also all students in grades 3-8 will be provided the opportunity to attend a district 2 week summer school program that will immediately follow the extended school year.

Effectiveness: The effectiveness of the programs will be proven effective by increases on the following assessments: MEAP, Star Reading, Accelerated Reading, and post tests. There will also be an increase on report card grades in reading.

ENGLISH LANGUAGE ARTS - WRITING

Grade Span: K-2

Interventions:

In the Classroom: Graphic Organizers, Writing Prompts, Differentiated Instruction, Group Language Experience Writing Lessons, Student Writing Folders, Individualized Student Learning Plans, Writing Portfolios and Individual Teacher-Student Writing Conferencing will be utilized within the classroom. Teacher aides (SSA's) provide additional one on one and small group learning opportunities. Teachers and staff members will implement PBIS (Positive Behavior Intervention System) in all classrooms to insure good behavior and less negative interruptions.

Additional Time: Additional assistance will be provided through After School Tutoring, Small Group Paraprofessional Assistance, America Reads and Writing Tutors Mandatory 4 Weeks Extended School Year and Resource Room Intervention. Other students who are not receiving additional time and assistance are working on independent writing activities during center time.

Beyond the Classroom: The school presents a Family Literacy Night where students are engaged in reading and writing activities. Parents are given information that provides both reading and writing strategies that can be implemented at home. A book distribution that includes both adult books and children's books is held in order to encourage and provide reading materials to families. Teachers and staff members will plan and implement increased parent and student involvement activities.

Effectiveness: The effectiveness of the programs will be proven effective by an increase on the following assessments: Individual Student Writing Assignments, Report Card Grades and Writing Post Assessments

Grade Span: 3-5

Interventions:

In the Classroom: The use of Graphic Organizers, Student Writing Portfolios, Student Writing Folders, Teacher-Student Writing Conferences, Writing Across the Curriculum, Writing Prompts, After School Tutoring, Resource Room Interventions, Individualized Student Learning Plans, Differentiated Instruction, Computer/Technology Based Writing Projects, Group Writing, and Online Writing Program (MI Access) are interventions that will be used within the classroom. Teachers and staff members will implement PBIS (Positive Behavior Intervention System) in all classrooms to ensure good behavior and less negative interruptions.

Beyond the Classroom: The school presents a Family Literacy Night where students are engaged in reading and writing activities. Parents are given information that provides reading and writing strategies that they can implement at home. A book distribution that includes both adult books and children's books is held in order to encourage and provide reading materials to families. Teachers and staff members will plan and implement increased parent and student involvement in writing activities.

Additional Time: Additional assistance will be provided through After School Tutoring, Small Group Paraprofessional Assistance, Mandatory 4 Weeks Extended School Year and Resource Room Intervention. Other students who are not receiving additional time and assistance are working on independent writing activities during center time.

Effectiveness: The effectiveness of the programs will be proven effective by an increase on the following assessments: MEAP, MI-Access Writing Program, Individual Student Writing Portfolios, and Individual Teacher-Student Writing Conferences. Writing grades will show an improvement that will be reflected on report cards.

Grade Span 6-8:

Interventions:

In the Classroom: Graphic Organizers, Writing Across the Curriculum, Writing Prompts, After School Tutoring, Resource Room Interventions, Individualized Student Learning Plans, Differentiated Instruction, Computer/Technology Based Writing Projects, Group Writing, and Online Writing Program (MI Access). Teachers and staff members will implement PBIS (Positive Behavior Intervention System) in all classrooms to ensure good behavior and less negative interruptions.

Beyond the Classroom: The school presents a Family Literacy Night where students are engaged in reading and writing activities. Parents are given information that provides reading and writing strategies that they can implement at home. A book distribution that includes both adult books and children's books is held in order to encourage and provide reading materials to families. Teachers and staff members will plan and implement increased parent and student involvement activities.

Additional Time: Additional assistance will be provided through After School Tutoring, Small Group Paraprofessional Assistance, Mandatory 4 Weeks Extended School Year and Resource Room Intervention. Other students who are not receiving additional time and assistance are working on independent writing activities during center time.

Effectiveness: The effectiveness of the programs will be shown by an increase on the following assessments: MEAP assessments, MI-Access Writing Program, Individual Student Writing Portfolios, and Individual Teacher-Student Writing Conferences. Writing grades will show an improvement that will be reflected on report cards.

MATH

Grade Span: K-2

Interventions:

In the Classroom: Within the classroom Differentiated Instruction, Math Centers, Math Portfolios, Small Group Instruction, Hands-on Manipulatives, Individualized Student Learning Plans, and Technology will be implemented. Teacher aides (SSA's) provide additional one on one and small group learning opportunities. Teachers and staff members will implement PBIS (Positive Behavior Intervention System) in all classrooms to ensure good behavior and less negative interruptions.

Beyond the Classroom: The school presents a Family Math and Science Night where students are engaged in math and science activities. Parents are given information that provides math and science strategies that they can implement at home. Students receive math and science homework weekly. Teachers and staff members will plan and implement increased parent and student involvement activities.

Additional Time: Additional assistance is provided through After School Tutoring, Small Group Paraprofessional Assistance, Mandatory 4 Weeks Extended School Year and Resource Room Intervention. Other students who are not receiving additional time and assistance are working on independent Math Center activities.

Effectiveness: The effectiveness of the programs will be shown by increases on teacher created post tests, report cards and Star Math assessments.

Grade Span: 3-5

Interventions:

In the Classroom: Within the classroom Differentiated Instruction, Individualized Student Learning Plans, Math Centers, Small Group Instruction, Hands-on Manipulatives, Math Portfolios and Technology will be implemented. Teachers and staff members will implement PBIS (Positive Behavior Intervention System) in all classrooms to ensure good behavior and less negative interruptions.

Beyond the Classroom: The school presents a Family Math and Science Night where students are engaged in math and science activities. Parents are given information that provides math and science strategies that they can implement at home. Students receive math and

homework weekly. Teachers and staff members will plan and implement increased parent and student involvement activities.

Additional Time: Additional assistance will be given through After School Tutoring, Academic Math Games, Small Group Paraprofessional Assistance and Resource Room Intervention. Other students who are not receiving additional time and assistance are working on independent Math activities during center time.

Effectiveness: The effectiveness of the programs will be shown by increases on teacher created post tests, Star Math assessments, report cards and MEAP assessments.

Grade Span 6-8:

Interventions:

In the Classroom: Within the classroom Differentiated Instruction, Individualized Student Learning Plans, Math Centers, Small Group Instruction, Hands-on Manipulatives, Math Portfolios and Technology will be implemented. Teachers and staff members will implement PBIS (Positive Behavior Intervention System) in all classrooms to ensure good behavior and less negative interruptions.

Beyond the Classroom:

The school presents a Family Math and Science Night where students are engaged in math and science activities. Parents are given information that provides math and science strategies that they can implement at home. Students receive math and homework weekly. Teachers and staff members will plan and implement increased parent and student involvement activities.

Additional Time: Students will receive additional assistance through After School Tutoring, Small Group Paraprofessional Assistance, Academic Math Games, Mandatory 4 Weeks Extended School Year and Resource Room Intervention. Other students who are not receiving additional time and assistance are working on independent math activities.

Effectiveness: The effectiveness of the programs will be shown by increases on teacher created post tests, Star Math assessments, post assessment scores and MEAP assessments.

SCIENCE

Grade Span: K-2

Interventions:

In the Classroom: In the classroom differentiated instruction is used as an intervention while the rest of the class is involved in science learning centers. The effectiveness of these interventions will be measured by teacher created classroom assessments. Teachers and staff members will implement PBIS (Positive Behavior Intervention System) in all classrooms to ensure good behavior and less negative interruptions.

Beyond the Classroom: Students will attend field trips that include real life learning experiences and participate in a Family Math and Science Night. Teachers and staff members will plan and implement increased parent and student involvement activities Additional Time: Students will be provided additional learning time through Small Group Paraprofessional Assistance, Mandatory 4 Weeks Extended School Year and Resource Room Intervention. Other students who are not receiving additional time and assistance are working on independent science activities.

Effectiveness: The effectiveness of the program will show increases in class participation, report cards and on post assessment scores.

Grade Span: 3-5:

Interventions:

In the Classroom: Differentiated instruction is used as an intervention while the rest of the class is involved in science learning centers. The effectiveness of these interventions will be measured by teacher created classroom assessments. Teachers and staff members will implement PBIS (Positive Behavior Intervention System) in all classrooms to ensure good behavior and less negative interruptions.

Additional Time: Additional learning time is offered to students through Small Group/Cooperative Learning, Mandatory 4 Weeks Extended School Year and Resource Room Intervention. Other students who are not receiving additional time and assistance are working on independent science activities.

Beyond the Classroom: Students will attend field trips that include real life learning experiences and participate in a Family Math and Science Night. Teachers and staff members will plan and implement increased parent and student involvement activities.

Effectiveness: The effectiveness of the program will show increases in class participation, report cards, on MEAP assessments scores (Grade 5) and on post assessment scores.

Grade Span 6-8:

Interventions:

In the Classroom: Differentiated instruction is used as an intervention while the rest of the class is involved in science learning centers. The effectiveness of these interventions will be measured by teacher created classroom assessments. Teachers and staff members will implement PBIS (Positive Behavior Intervention System) in all classrooms to ensure good behavior and less negative interruptions.

Additional Time: Additional assistance will be offered through Small Group Paraprofessional Assistance, Mandatory 4 Weeks Extended School Year and Resource Room Intervention. Other students who are not receiving additional time and assistance are working on independent science activities.

Beyond the Classroom: Students will attend field trips that include real life learning experiences and participate in a Family Math and Science Night and students will participate in the school/district Science Fair. Teachers and staff members will plan and implement increased parent and student involvement activities.

Effectiveness: The effectiveness of the program will show increases in class participation, report cards, MEAP assessments scores (Grade 8) and on post assessment scores.

SOCIAL STUDIES

Grade Span: K-2

Interventions:

In the Classroom: In the classroom differentiated instruction is used as an intervention while the rest of the class is involved in cooperative/group projects. The effectiveness of these interventions will be measured by teacher created classroom assessments and district provided curriculum assessments. Teachers and staff members will implement PBIS (Positive Behavior Intervention System) in all classrooms to ensure good behavior and less negative interruptions.

Beyond the Classroom: Students will attend field trips that include real life learning experiences. Teachers and staff members will plan and implement increased parent and student involvement activities.

Additional Time: Students will be provided additional learning time through Small Group Paraprofessional Assistance, Mandatory 4 Weeks Extended School Year and Resource Room Intervention. Other students who are not receiving additional time and assistance are working on independent social studies activities.

Effectiveness: The effectiveness of the program will show increases in class participation, report card grades and on post assessment scores.

Grade Span 3-5:

Interventions:

In the Classroom: In the classroom differentiated instruction is used as an intervention while the rest of the class is involved in cooperative/group projects. The effectiveness of these interventions will be measured by teacher created classroom assessments and district provided curriculum assessments. Teachers and staff members will implement PBIS (Positive Behavior Intervention System) in all classrooms to ensure good behavior and less negative interruptions.

Beyond the Classroom: Students will attend field trips that include real life learning experiences. Teachers and staff members will plan and implement increased parent and student involvement activities.

Additional Time: Students will be provided additional learning time through Mandatory 4 Weeks Extended School Year and Resource Room Intervention. Other students who are not receiving additional time and assistance are working on independent social studies activities.

Effectiveness: The effectiveness of the program will show increases in class participation, report card grades and on post assessment scores.

Grade Span 6-8:

Interventions:

In the Classroom: In the classroom differentiated instruction is used as an intervention while the rest of the class is involved in cooperative/group projects. The effectiveness of these interventions will be measured by teacher created classroom assessments and district provided curriculum assessments. Teachers and staff members will implement PBIS (Positive Behavior Intervention System) in all classrooms to ensure good behavior and less negative interruptions.

Beyond the Classroom: Students will attend field trips that include real life learning experiences. Teachers and staff members will plan and implement increased parent and student involvement activities.

Additional Time: Students will be provided additional learning time through Mandatory 4 Weeks Extended School Year and Resource Room Intervention. Other students who are not receiving additional time and assistance are working on independent social studies activities.

Effectiveness: The effectiveness of the program will show increases in class participation, report card grades and on post assessment scores and MEAP (Grade 6).

Students will Receive Differences in Instructional Delivery:

Grades K-2: Teachers have classrooms set-up in a U-Shape configuration in order for the teacher to reach all students. Students will have greater visual and physical proximity to their teacher and district provided materials being used in instruction. The teacher will walk within the U-Shape while instructing the class. Learning Centers are organized outside the parameters of the U-Shape. Students rotate to different centers in order to participate in all center activities weekly. Centers have differentiated activities based on Individualized Student Learning Plans. Students will complete activities according to their abilities. Technology is used within the classroom by both teacher and students across the curriculum as a form of differentiated instruction. Technology use motivates and encourages students to be more actively engaged and to take ownership of their learning.

Grades 3-5: Teachers have classrooms set-up in small group formations that are conducive to cooperative learning activities. Student small groups are based on a variety of academic abilities in order to promote a leveled learning experience for all students. Peer tutoring is promoted and encouraged to enhance student learning. Students are offered a variety of ways to demonstrate what they have learned. Some opportunities include: individual/group projects or reports, dioramas, mobiles, various writing genres, presentations, and other forms of project-based activities. Technology is used within the classroom by both teacher and students across the curriculum as a form of differentiated instruction. Technology use motivates and encourages students to be more actively engaged and to take ownership of their learning.

Grades 6-8: Teachers have classrooms set-up in small group formations that are conducive to cooperative learning activities. Student small groups are based on a variety of academic abilities in order to promote a leveled learning experience for all students. Peer tutoring is promoted and encouraged to enhance student learning. Students are offered a variety of ways to demonstrate what they have learned. Some opportunities include: individual/group projects or reports, dioramas, mobiles, various writing genres, presentations, and other forms of project-based activities. Students are encouraged to develop their own ideas and communicate with their peers as they complete the learning cycle. Technology is used by students and teachers. Technology is used within the classroom by both teacher and students across the curriculum as a form of differentiated instruction. Technology use motivates and encourages students to be more actively engaged and to take ownership of their learning.

The strategies in the school-wide plan that provide an enriched and accelerated curriculum for selected students and support the progress for

all students are listed below:

Reading:

Strategy: Differentiated Instruction

Who is Providing Acceleration: Classroom teachers and resource room teachers differentiate instruction based on student needs.

When and Where: It is applied every day in the classroom. Teachers will use Individual Student Learning Plans to individualize student instruction.

What Other Students are Doing: Students are working in learning centers. Students are using technology to enhance their skills. Students are reading leveled books, participating in learning centers and peer tutoring.

Strategy: Early Interventions

Who is Providing Acceleration: Reading Recovery Teacher

When and Where: The Reading Recovery teacher will implement the Reading Recovery program every day in the Reading Lab with selected first grade students that are having difficulty in reading and writing. The Reading Recovery teacher will also work with small literacy groups every day for part of the day in the Reading Lab.

What Other Students are Doing: Other students are receiving direct instruction from their classroom reading teacher.

Strategy: Early Interventions

Who is Providing Acceleration: Selected Title I teachers provide After-school Tutoring

When and Where: Four days a week students receive after-school tutoring based on their achievement in individual classrooms.

What Other Students are Doing: Students are not involved in the school's educational programs at this time.

Strategy: Positive School Climate

Who is Providing Acceleration: Classroom teachers and resource room teachers differentiate instruction based on student needs.

When and Where: Every day in the classrooms, hallways, bathrooms and cafeteria

What Other Students are Doing: All students participate in the Positive Behavior Intervention System

Writing

Strategy: Differentiated Instruction

Who is Providing Acceleration: Classroom teachers and resource room teachers differentiate instruction based on student needs.

When and Where: It is applied every day in the classroom. Teachers will use Individual Student Learning Plans to individualize student instruction.

What Other Students are Doing: Students are working in learning centers. Students are using technology to enhance their skills. Students are participating in learning centers and peer tutoring.

Strategy: Writing Across the Curriculum

Who is Providing Acceleration: Classroom teachers and resource room teachers will implement writing across the curriculum in all content areas.

When and Where: Every day in the classroom.

What Other Students are Doing: Students are working in writing centers and they participate in peer tutoring. Students use technology to enhance their skills.

Strategy: Positive School Climate

Who is Providing Acceleration: All Staff Members

When and Where: Every day in the classrooms, hallways, bathrooms and cafeteria

What Other Students are Doing: All students participate in the Positive Behavior Intervention System

Math

Strategy: Early Interventions

Who: Classroom teachers and resource room teachers will implement writing across the curriculum in math.

When and Where: Every day in the classroom.

What Other Students are Doing: Students are working in math centers and they participate in peer tutoring. Students use technology to enhance their skills.

Strategy: After-school Tutoring

Who is Providing Acceleration: Selected Title I Teachers

When and Where: Four days a week students receive after-school tutoring based on their math achievement in individual classrooms.

What Other Students are Doing: Students are not involved in the school's educational programs at this time.

Strategy: Differentiated Instruction

Who: Classroom teachers and resource room teachers will implement writing across the curriculum in all content areas.

When and Where: Every day in the classroom.

What Other Students are Doing: Students are working in math centers and they participate in peer tutoring. Students use technology to enhance their skills.

Strategy: Positive School Climate

Who is Providing Acceleration: All Staff Members

When and Where: Every day in the classrooms, hallways, bathrooms and cafeteria

What Other Students are Doing: All students participate in the Positive Behavior Intervention System

Social Studies

Strategy: Differentiated Instruction

Who is Providing Acceleration: Classroom teachers and resource room teachers differentiate instruction based on student needs.

When and Where: It is being every day in the classroom. Teachers will use Individual Student Learning Plans to individualize student instruction.

What Other Students are Doing: Students are working on project-based learning activities or research projects. Students are using technology to enhance their skills.

Strategy: Positive School Climate

Who is Providing Acceleration: All Staff Members

When and Where: Every day in the classrooms, hallways, bathrooms and cafeteria

What Other Students are Doing: All students participate in the Positive Behavior Intervention System

Science

Who is Providing Acceleration: Classroom teachers and resource room teachers differentiate instruction based on student needs.

When and Where: It is being every day in the classroom. Teachers will use Individual Student Learning Plans to individualize student instruction.

What Other Students are Doing: Students are working on hands-on science activities, projects and experiments using the Scientific Process

Method. Students are using technology to enhance their skills.

Strategy: Positive School Climate

Who is Providing Acceleration: All Staff Members

When and Where: Every day in the classrooms, hallways, bathrooms and cafeteria

What Other Students are Doing: All students participate in the Positive Behavior Intervention System

Differences in Instructional Delivery:

Grades K-2: Teachers have classrooms set-up in a U-Shape configuration in order for the teacher to reach all students. Students will have greater visual and physical proximity to their teacher and district provided materials being used in instruction. The teacher will walk within the U-Shape while instructing the class. Learning Centers are organized outside the parameters of the U-Shape. Students rotate to different centers in order to participate in all center activities weekly. Centers have differentiated activities based on Individualized Student Learning Plans. Students will complete activities according to their abilities. Technology is used within the classroom by both teacher and students across the curriculum as a form of differentiated instruction. Technology use motivates and encourages students to be more actively engaged and to take ownership of their learning.

Grades 3-5: Teachers have classrooms set-up in small group formations that are conducive to cooperative learning activities. Student small groups are based on a variety of academic abilities in order to promote a leveled learning experience for all students. Peer tutoring is promoted and encouraged to enhance student learning. Students are offered a variety of ways to demonstrate what they have learned.

Some opportunities include: individual/group projects or reports, dioramas, mobiles, various writing genres, presentations, and other forms of project-based activities. Technology is used within the classroom by both teacher and students across the curriculum as a form of differentiated instruction. Technology use motivates and encourages students to be more actively engaged and to take ownership of their learning.

Grades 6-8: Teachers have classrooms set-up in small group formations that are conducive to cooperative learning activities. Student small groups are based on a variety of academic abilities in order to promote a leveled learning experience for all students. Peer tutoring is promoted and encouraged to enhance student learning. Students are offered a variety of ways to demonstrate what they have learned.

Some opportunities include: individual/group projects or reports, dioramas, mobiles, various writing genres, presentations, and other forms of project-based activities. Students are encouraged to develop their own ideas and communicate with their peers as they complete the learning cycle. Technology is used by students and teachers. Technology is used within the classroom by both teacher and students across the curriculum as a form of differentiated instruction. Technology use motivates and encourages students to be more actively engaged and to take ownership of their learning.

Strategies Used by the staff at Sampson - Webber Leadership Academy

Writing

Strategy 1: Differentiated Instruction - Teachers and staff will utilize differentiated instruction for writing to focus on the prescribed Common Core State Standards for each assessed and non-assessed grade level.

Research Cited: Gregory, G. & Chapman C. (2002). Differentiated Instructional Strategies: One Size Doesn't Fit All. Corwin Press: Thousand Oaks, CA. Summary: All students have different ways in which they learn. Students are on many different levels in classrooms. Teachers must differentiate instruction in order to reach all students. Teachers must utilize differentiate instructional practices in order to focus on the Common Core State Standards for each grade level. Essential components of differentiated instruction begins with three aspects of curriculum; content, process and products.

Activity 1: 6 + 1 Traits of Writing (Professional Learning)

Targeted Area: Administration, support staff, and teachers will receive 6 + 1 Traits of Writing training. This will ensure that we are using a common language across the curriculum. This will also create a unified vision of what good writing looks like across all grade levels and curriculums. Ongoing professional development will be provided throughout the school year by the ELA Instructional Specialist and WCRESA coaches.

Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Resources: Title l Schoolwide: $550

Staff Responsible: The ELA Instructional Specialist and the Wayne County ELA RESA Coach will be responsible for planning and facilitating the 6 + 1 Traits of Writing Workshop.

Activity 2:   MI ACCESS Writing Program (Academic Support)

Targeted Area: All students in grades 3 -8 will use a computer based writing program that is designed to promote writing proficiency. Teachers and students receive immediate feedback on writing proficiencies using the MI Access Writing Program.

Implementation: School Years 2014 - 2015 and 2015 - 2016

Resources: Title l Schoolwide $28,000

Staff Responsible: All instructional staff members in grades 3 - 8 are responsible for implementing the MI Access Writing Program.

Activity 3: Writing Centers Activity Type (Academic Support)

Target Area: Teachers will work with small groups in order to meet the instructional needs of all students. Writing Centers will include vocabulary building, writing conventions, grammar skills and understanding the writing process.

Resources: $0

Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Staff Responsible: All instructional staff members are responsible for implementing writing centers.

Activity 3:   Reading Recovery (Academic Support)

Targeted Area: 1st grade students with low reading and writing skills will be served by the Reading Recovery teacher to work with the students individually to strengthen phonics, fluency, writing, and comprehension skills. The Reading Recovery program serves our Tier 3 students within the Multi-tiered System of Instruction.

Resources: Title l Part A $102, 776

Implementation: School Years: 2014 - 2015 and 2015 - 2016

Staff Responsible: The Reading Recovery teacher is responsible for the implementation of the Reading Recovery program.

Activity 4: Individualized Vocabulary Books (Academic Support)

Targeted Area: Students (Grades K - 8) will demonstrate their understanding of grade level vocabulary words through student created vocabulary books. Students will write the vocabulary words, give a brief description, use the word in a sentence and draw pictures when

necessary to help comprehend vocabulary words.

Resources: Title l Schoolwide $1000

Staff Responsible: Instructional Staff Members are responsible for implementing the use of vocabulary books in the classroom.

Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Activity 5: MI Access Writing Webinar (Professional Learning)

Target Area: All instructional staff members will participate in two 1.5 hour webinars on using the MI Access Writing Program. (Professional Learning)

Resources: Title l Schoolwide $8500

Staff Responsible: School administrators and instructional staff members are responsible for the professional learning webinars for the MI Access Writing Program.

Implementation: 2014 - 2015 and 2015 - 2016

Writing

Strategy 2

Writing Across the Curriculum - Teachers will give students the opportunity to practice writing skills in all content areas by implementing writing across the curriculum throughout the school year.

Research Cited: Culham, Ruth & Wheeler, Amanda. Writing to Prompts in the Trait Based Classroom, Literature Response Scholastic, 2003. ISBN: 0-439-55683.x. Summary: This resource contains prompts that provide elements students need to start writing: a role audience, format, topic and strong verbs. The six traits of writing will guide students in producing grade level appropriate writing genres.

Activity 1: Implementation of Writing Across the Curriculum (Direct Instruction)

Targeted Area: Teachers give students the opportunity to practice writing skills in all content areas by implementing writing across the curriculum throughout the school year.

Resources: $0

Staff Responsible: All instructional staff members are responsible for implementing writing across the curriculum.

Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Activity 2: Common Core State Standards in Writing (Professional Learning)

Target Area: WCRESA coaches and the ELA Instructional Specialist will provide professional development in the area of Common Core State Standards in Writing: text types and purposes.

Resources: $0

Staff Responsible: WCRESA Coaches and the ELA Instructional Specialist is responsible for the professional development workshops in the area of Common Core State Standards in Writing.

Implementation: School Years: 2012 - 2016

Activity 3: Writing Fair (Academic Support Program)

Target Area: All students will participate in a Writing Fair. The Writing Fair will showcase student writing from all types of writing genres.

Resources: $0

Staff Responsible: The ELA Instructional Specialist and all instructional staff members are responsible for the implementation of the Writing Fair.

Implementation: School Years: 2014 - 2015 and 2015 - 2016

Activity 4: Individual Writing Folders and Individual Student Portfolios (Direct Instruction)

Target Area: Teachers will implement the use of writing folders and portfolios within the classroom. Students will use writing folders as they write using the writing process. Teachers will create student portfolios containing final writing products.

Resources: General Fund $500

Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Staff Responsible: The ELA Instructional Specialist and all instructional staff members who teach writing are responsible for the implementation of individual student writing folders and student portfolios.

Writing

Strategy 3:

Building School Collaborations - Teachers will attend professional workshops throughout the school year that will teach them to collaborate with each other in a productive manner.

Research Cited: Parker, Kathryn Boudett, City,Elizabeth A., & Murnane, Richard J (2008). Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning, Harvard Education Press, Cambridge Massachusetts. Summary: Teachers work together both independently and as a collaborative group in order to meet the needs of all students. Teachers work together to build a coherent instructional plan, based on data, to identify, plan and execute a plan of action that builds on student learning.

Activity 1: Building Professional Learning Communities (Professional Learning)

Target Area: WCRESA Coaches will facilitate workshops throughout the school year that teach and encourage professional learning communities school-wide.

Resources: $0

Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Staff Responsible: School administrators and teachers are responsible to attend the Professional Learning Communities Workshops and to participate in activities that promote teacher collaboration.

Activity 2: Parent Involvement Resource Room (Parent Involvement)

Target Area: The school staff will provide opportunities for increased parental involvement at Sampson-Webber Leadership Academy. A room will be designated for meetings and workshops. Funds will be designated for creating an efficient, inviting room for stakeholder involvement.

Resources: Title l Schoolwide: $2175

Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Staff Responsible: School administrators are responsible to create and design a parent room at
Sampson-Webber Leadership Academy.

Activity 3: Data Analysis and Creating Formative Assessments (Professional Learning)

Target Area: Teachers will participate in a Data Analysis Workshop provided by WCRESA Coaches in the area of analyzing writing and creating formative assessments using writing assessment data. Teachers will work with the WCRESA Coaches analyzing writing scores in order to plan and deliver writing instruction for students and to create formative assessments. Teachers will review writing data and make collaborative decisions concerning best practices and writing expectations at each grade level.

Resources: $0

Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Staff Responsible: School administrators and teachers are responsible for participating in the Data Analysis Workshop.

Writing

Strategy 4: Tracking Student Attendance - School administrators will work with identified instructional staff members who will track and analyze student attendance data for the school that includes parent/student communications. Using the student information system, attendance data can be accessed and analyzed in order to identify attendance patterns or problems.

Research Cited: Epstein, J. L., & Sheldon, S.B. (2002). Present and accounted for: Improving student attendance through family and community involvement. The Journal of Educational Research, 95(5), 308-318. Summary: The study suggests that schools may be able to increase student attendance in elementary schools by implementing specific family and community involvement activities. Data was collected on schools' rates of daily attendance in chronic absenteeism and on specific partnership practices that were implemented to help increase or sustain student attendance.

Activity 1: Student Attendance Data Analysis (Other)
Target Area: School administration and the School Leadership Team will analyze weekly and monthly attendance reports to provide feedback to the school staff members on student attendance trends.
Resources: $0
Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016
Staff Responsible: Schools Administrators and members of the School Leadership Team are responsible
For analyzing student attendance data and to report their findings to staff members.

Activity 2: Student Attendance Incentives (Other)
Target Area: Classrooms that have the highest monthly attendance rate will receive the school's attendance trophy to display in their room for the month. Students will also choose incentive gifts from
the school store.
Resources: General Fund: $2000
Implementation: School Years: 2014 - 2015 and 2015 - 2016
Staff Responsible: School administrators and the Education Technician will be responsible for the
attendance reports, supplying the school store and the distribution of incentives.

Writing

Strategy 5:
Implementation of a Positive School Climate - The school staff will work with school administration to implement a Positive Behavior Intervention System to create a school climate that is conducive to optimal learning.
Research Cited: Positive Behavior Intervention System Correlational (Thompson et al., 2005) and Single Subject (Horner et al., 2005) research method was reviewed for educational literature in special section of Exceptional Children (Odom et al., 2005). Summary: Ideas are listed for a positive behavior intervention system for schools. Step by step instruction of the components included in the Positive Behavior Intervention System in order to create a peaceful atmosphere in schools.

Activity 1: PBIS Training (Professional Learning)
Target Area: All teaching staff, LSCO members, parent volunteers and school administrators will take part in a workshop on the Positive Behavior Intervention System. WCRESA will provide professional development throughout the school year to help implement the program.
Resources: General Fund: $350

Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Staff Responsible: WCRESA, School Administration, LSCO, Parent Volunteers and Teachers are responsible for implementing PBIS.

Activity 2: Sampson - Webber Newsletter (Academic Support Program)

Target Area: Students will be chosen based on positive behavior to write and read a weekly news and sports column on the P.A. System. Students will have their news and sports columns published in the monthly school newsletter. Class participation will be based on positive behavior.

Resources: $0

Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Staff Responsible: The ELA Instructional Specialist and instructional staff members will be responsible
for implementing the Sampson - Webber Newsletter.

Reading

Strategy 1

Early Interventions - The school staff will provide timely interventions for students who are not making adequate progress during the school day or school year.

Research Cited: Schwendiman, J., Fager, J. (1999) After-school programs: Good for kids, good for communities. By request series. Northwest Regional Educational Lab., Portland, OR. Page 67 ED431844.

Summary: A brief discussion of after-school programs, referred to as "extended day" programs, which are often operated in school buildings but may be implemented in other community locations.

Activity 1: After-school Tutoring (Tutoring)

Target Area: At-risk students will be identified and will participate in after-school tutoring.

Resources: Title I Schoolwide: $51159

Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Staff Responsible: School administrators and instructional staff members are responsible for the after-school tutoring program.

Activity 2: Reading Recovery (Academic Support)

Target Area: The Reading Recovery teacher will assist the lowest performing 30 percent of first grade students and provide individual reading instruction for those students.

Resources: Title I Part A $102, 776

Implementation: School Years: 2014 - 2015 and 2015 - 2016

Staff Responsible: The Reading Recovery teacher is responsible for the implementation of the Reading Recovery program.

Activity 3: Small Group Instruction/Cooperative Learning (Direct Instruction)

Target Area: School Service Assistants in grades K-2 will work with students in small groups under the direct supervision of the classroom teacher.

Resources: Title I Schoolwide $229824

Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Staff Responsible: School administrators, classroom teachers and school service assistants are responsible for the implementation of small group instruction.

Activity 4: Family Literacy Night (Parent Involvement)

Target Area: Students and parents will participate in a Family Literacy Night. Parents will receive information in order to help their student to become successful readers. Parents will receive instruction on

reading techniques to assist their students in learning early literacy skills. A book distribution will be included in order to encourage reading at home for both parents and students.

Resources: General Fund $1000

Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Staff Responsible: School administrators, the Reading Recovery teacher, the ELA Instructional Specialist and all teachers will be responsible for the Family Literacy Night.

Reading

Strategy 2

Differentiated Instruction - Teachers and staff will utilize differentiated instruction for reading to focus on the prescribed Common Core State Standards for each assessed and non-assessed grade level.

Research Cited: Forsten C. Grant, J. & Hollas B. (2002). Differentiated instruction: Different Strategies for Different Learners. ERIC Documents Reproductions. NO ED. 464060.

Summary: Classroom tested strategies by topics and grade levels to help teachers implement differentiated instruction. Strategies help teachers to build community, assess on the fly, and find new pathways to mastery in literacy and math and to use technology in a differentiated classroom.

Activity 1: Literacy Centers (Academic Support Program)

Target Area: Teachers will set up literacy centers using activities that will reinforce student learning in various literacy skills.

Resources: $0

Implementation: School Years; 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Staff Responsible: The ELA Instructional Specialist, the Reading Recovery teacher, the WCRESA

Coaches and classroom teachers will be responsible for the implementation of Literacy Centers within the

Classroom.

Activity 2: Creating Literacy Centers (Professional Learning)

Target Area: WCRESA Coaches, the Reading Recovery teacher and the ELA Instructional Specialist will facilitate a workshop on creating various Literacy Centers according to grade levels.

Resources: $0

Implementation: School Years 2014 - 2015 and 2015 - 2016

Staff Responsible: WCRESA Coaches, the Reading Recovery teacher and the ELA Instructional Specialist will be responsible for facilitating a workshop on creating literacy centers.

Activity 3: Accelerated Reading (Academic Support Program)

Program

Target Area: Students read self-selected books based on their individual reading levels and they complete a computerized test to assess reading comprehension of the book. Reading levels are assessed using the Star Reading test.

Resources: $0

Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Staff Responsible: All instructional staff members are responsible for the implementation of the Accelerated Reading program.

Activity 4: Summer Learning Academy (Academic Support Program)

Target Area: Selected students will attend the Summer Learning Academy based on academic needs in reading.

Resources: Title I Schoolwide $20451

Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Staff Responsible: School administrators and select instructional staff will be responsible for the implementation of the Summer Learning Academy.

Reading

Strategy 3

Building School Collaborations - Teachers will attend professional development workshops throughout the school year that will teach them to collaborate with each other in a productive manner.

Research Cited: Parker, Kathryn Boudett, City,Elizabeth A., & Murnane, Richard J (2008). Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning, Harvard Education Press, Cambridge Massachusetts. Summary: Teachers work together both independently and as a collaborative group in order to meet the needs of all students. Teachers work together to build a coherent instructional plan, based on data, to identify, plan and execute a plan of action that builds on student learning.

Activity 1: Building Professional Learning Communities (Professional Learning)

Target Area: WCRESA Coaches will facilitate workshops throughout the school year that teach and encourage professional learning communities school-wide.

Resources: $0

Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Staff Responsible: School administrators and teachers are responsible to attend the Professional Learning Communities Workshops and to participate in activities that promote teacher collaboration.

Activity 2: Parent Involvement Resource Room (Parent Involvement)

Target Area: The school staff will provide opportunities for increased parental involvement at Sampson-Webber Leadership Academy. A room will be designated for meetings and workshops. Funds will be designated for creating an efficient, inviting room for stakeholder involvement.

Resources: Title l Schoolwide: $2175

Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Staff Responsible: School administrators are responsible to create and design a parent room at
Sampson-Webber Leadership Academy.

Activity 3: Data Analysis and Creating Formative Assessments (Professional Learning)

Target Area: Teachers will participate in a Data Analysis Workshop provided by WCRESA Coaches in the area of analyzing writing and creating formative assessments using writing assessment data. Teachers will work with the WCRESA Coaches analyzing writing scores in order to plan and deliver writing instruction for students and to create formative assessments. Teachers will review writing data and make collaborative decisions concerning best practices and writing expectations at each grade level.

Resources: $0

Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Staff Responsible: School administrators and teachers are responsible for participating in the Data Analysis Workshop.

Strategy 4: Tracking Student Attendance (Other)

School administrators will work with identified instructional staff members who will track and analyze student attendance data for the school that includes parent/student communications. Using the student information system, attendance data can be accessed and analyzed in order to identify attendance patterns or problems.

Research Cited: Epstein, J. L., & Sheldon, S.B. (2002). Present and accounted for: Improving student attendance through family and community involvement. The Journal of Educational Research, 95(5), 308-318. Summary: The study suggests that schools may be able to increase student attendance in elementary schools by implementing specific family and community involvement activities. Data was collected on schools' rates of daily attendance in chronic absenteeism and on specific partnership practices that were implemented to help increase or sustain student attendance.

Activity 1: Student Attendance Data Analysis (Other)

Target Area: School administration and the School Leadership Team will analyze weekly and monthly attendance reports to provide feedback to the school staff members on student attendance trends.

Resources: $0

Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Staff Responsible: Schools Administrators and members of the School Leadership Team are responsible

For analyzing student attendance data and to report their findings to staff members.

Activity 2: Student Attendance Incentives (Other)

Target Area: Classrooms that have the highest monthly attendance rate will receive the school's attendance trophy to display in their room for the month. Students will also choose incentive gifts from

the school store.

Resources: General Fund: $2000

Implementation: School Years: 2014 - 2015 and 2015 - 2016

Staff Responsible: School administrators and the Education Technician will be responsible for the

attendance reports, supplying the school store and the distribution of incentives.

Reading

Strategy 5:

Implementation of a Positive School Climate - The school staff will work with school administration to implement a Positive Behavior Intervention System to create a school climate that is conducive to optimal learning.

Research Cited: Positive Behavior Intervention System Correlational (Thompson et al., 2005) and Single Subject (Horner et al., 2005) research method was reviewed for educational literature in special section of Exceptional Children (Odom et al., 2005). Summary: Ideas are listed for a positive behavior intervention system for schools. Step by step instruction of the components included in the Positive Behavior Intervention System in order to create a peaceful atmosphere in schools.

Activity 1: PBIS Training (Professional Learning)

Target Area: All teaching staff, LSCO members, parent volunteers and school administrators will take part in a workshop on the Positive Behavior Intervention System. WCRESA will provide professional development throughout the school year to help implement the program.

Resources: General Fund: $350

Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Staff Responsible: WCRESA, School Administration, LSCO, Parent Volunteers and Teachers are responsible for implementing PBIS.

Activity 2: Sampson - Webber Newsletter (Academic Support Program)

Target Area: Students will be chosen based on positive behavior to write and read a weekly news and sports column on the P.A. System.

Students will have their news columns published in the monthly school newsletter. Class participation will be based on positive behavior.

Resources: $0

Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Staff Responsible: The ELA Instructional Specialist and instructional staff members will be responsible

for implementing the Sampson - Webber Newsletter.

Social Studies

Strategy 1:

Differentiated Instruction - Teachers and staff will utilize differentiated instruction for social studies to focus on the prescribed Common Core State Standards for each assessed and non-assessed grade level. Research Cited: Gregory, G. & Chapman C. (2002). Differentiated Instructional Strategies: One Size Doesn't Fit All. Corwin Press: Thousand Oaks, CA. Summary: All students have different ways in which they learn. Students are on many different levels in classrooms. Teachers must differentiate instruction in order to reach all students. Teachers must utilize differentiate instructional practices in order to focus on the Common Core State Standards for each grade level. Essential components of differentiated instruction begins with three aspects of curriculum; content, process and products.

Activity 1: Implementation of Writing Across the Curriculum (Direct Instruction)

Targeted Area: Teachers give students the opportunity to practice writing skills in all content areas by implementing writing across the curriculum throughout the school year.

Resources: $0

Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Staff Responsible: All instructional staff members are responsible for implementing writing across the curriculum in the area of social studies.

Activity 2: Technology in the Classroom (Technology)

Target Area: Students will use the computer lab to access historical museums and places of study within the content area of social studies.

Resources: $0

Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Staff Responsible: School administrators and classroom teachers of social studies will be responsible for implementing writing across the curriculum.

Activity 3: Greenfield Village (Field Trip)

Target Area: Students in grades 3rd and 4th grades will visit Greenfield Village to enrich their understanding of historical moments in the United States.

Resources: Title I Schoolwide $1978

Implementation: School Years: 2014 - 2015 and 2015 - 2016

Staff Responsible: School administrators and 3rd and 4th grade teachers are responsible for planning the field trip to Greenfield Village.

Activity 4: African-American Museum (Field Trip)

Target Area: Students in grades 5-8 will visit the African-American Museum to learn about African-American Culture and Heritage.

Resources: Title l Schoolwide $1500

Implementation: School Years: 2014 - 2015 and 2015 - 2016

Staff Responsible: School administrators and 5th through 8th grade teachers are responsible for planning the field trip to the African-American Museum.

Activity 5:   Project-based Learning/Cooperative Learning (Direct Instruction)

Target Area: All students in grades K-8 will participate in a project-based learning assignments.

Resources: $0

Implementation: School Years2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016:

Staff Responsible: School administrators and all classroom teachers in grades K-8 will be responsible

for implementing project-based learning at Sampson-Webber Leadership Academy.

Science

Activity: Science (Academic Support)

Staff Responsible: All Science Teachers

Targeted Areas: All science teachers will use differentiated instruction to meet the needs of the at-risk students in their classrooms.   The instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests, and aptitudes of the individual students. The curriculum allows students to derive meaning from all of their educational experiences. There is a strong belief within the school or program that all students can succeed. This demonstrates expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is the key component of instructional practice.

Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Resources: General Funds $1000, Title 1 $8,325

Strategy 1:

Differentiated Instruction - Teachers and staff will utilize differentiated instruction for science to focus on the prescribed Common Core State Standards for each assessed and non-assessed grade level.

Research Cited: Gregory, G. & Chapman C. (2002). Differentiated Instructional Strategies: One Size Doesn't Fit All. Corwin Press: Thousand Oaks, CA. Summary: All students have different ways in which they learn. Students are on many different levels in classrooms. Teachers must differentiate instruction in order to reach all students. Teachers must utilize differentiate instructional practices in order to focus on the Common Core State Standards for each grade level. Essential components of differentiated instruction begins with three aspects of curriculum; content, process and products.

Activity 1: Writing Across the Curriculum: Students will report their observations about their hands-on learning experiences in their science journals to develop a stronger vocabulary and to practice their writing skills in the content area of science.

Activity 2: Science Fair Projects: Students will design science fair projects in grades 3-8. Teachers will teach the scientific method that students will follow as they complete their science fair projects.

Activity 3: Detroit Zoo: Students in grades K- 2 will participate in a Detroit Zoo Field
Trip. Students will learn and activate prior knowledge as they learn about animal habitats.

Activity 4: Cooperative Learning/Weekly Science Experiments: Students will participate in hands-on science activities and experiments that are designed by science teachers according to science unit goals. Students will work with a partner or in small groups during the completion of science experiments.

Activity 5: Integrating Technology in Science: Students will use technology to explore and visualize science concepts.

Strategy 2: Building School Collaborations - Teachers will attend professional workshops throughout the school year that will teach them to collaborate with each in a productive manner.

Research Cited: Parker, Kathryn Boudett, City,Elizabeth A., & Murnane, Richard J (2008). Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning, Harvard Education Press, Cambridge Massachusetts. Summary: Teachers work together both independently and as a collaborative group in order to meet the needs of all students. Teachers work together to build a coherent instructional plan, based on data, to identify, plan and execute a plan of action that
builds on student learning.

Activity 1: Parent Involvement Resource Room: The school staff will provide opportunities for increased parental involvement at Sampson Academy. A room will be designated for meetings and workshops. Funds will be designated for creating an efficient, inviting room for stakeholder involvement.

Activity 2: Data Analysis and Creating Formative Assessments: Teachers will participate in a Data Analysis Workshop provided by Michigan State University Intervention Specialist in the area of analyzing science assessment data and creating formative assessments using the data. Teachers will work with the Michigan State Intervention Specialist analyzing science scores in order to plan and deliver science instruction for students and to create formative assessments. Teachers will review science data and make collaborative decisions concerning best practices and science expectations at each grade level.

Math

Activity: Mathematics (Academic Support)

Staff Responsible: All Mathematic Teachers

Targeted Areas: 3 - 8 math teachers will focus on the fact that all students learn differently and are at many different levels when entering their classrooms. Therefore, teachers must differentiate instruction in order to reach all students utilizing data from the Math MEAP scores to differentiate instruction and best practices in order to focus on the common core state standards for each grade level placing the lowest performing students in tier 3 for further invention.

Implementation: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Resources: Title 1 $ 2784,

Strategy 1: Differentiated Instruction - Teachers and staff will utilize differentiated instruction for math to focus on the prescribed Common Core State Standards for each assessed and non-assessed grade level.

Research Cited: Gregory, G. & Chapman C. (2002). Differentiated Instructional Strategies: One Size Doesn't Fit All. Corwin Press: Thousand Oaks, CA. Summary: All students have different ways in which they learn. Students are on many different levels in classrooms. Teachers must differentiate instruction in order to reach all students. Teachers must utilize differentiate instructional practices in order to focus on the Common Core State Standards for each grade level. Essential components of differentiated instruction begins with three aspects of curriculum; content, process and products

Activity 1: Small Group Instruction/Cooperative Learning: Title 1 teacher and School Service Assistants, under the direct supervision of the classroom teachers, will work with small groups in grades K-2 for math reinforcement.

Activity 2:   Math Computer Lab: Students will participate weekly in the computer lab to work on individual goals using computer programs.

Activity 3:   Math Centers: Classroom teachers will design math centers to reinforce math concepts according to student ability levels.

Activity 4: Professional Development for Differentiating Instruction in Math: Teachers will participate in a workshop conducted by WCRESA Coaches and the Math Instructional Specialist in the area of differentiated math instruction.

Activity 5: Professional Development for Hands-on Math Activities: Teachers will participate in a workshop conducted by the WCRESA Coaches and the Math Instructional Specialists in the area of math manipulatives (K-5) and graphing calculators (grades 6-8).

Activity 6: Project SEED: Students in 4th grade will participate in a supplemental math class that uses the Socratic Method of instruction in order to assist students with a better understanding of math concepts.

Activity 7: Summer Learning Academy: Selected students will attend the Summer Learning Academy based on academic needs in math.

Strategy 2: Early Interventions - The school staff will provide timely interventions for students who are not making adequate progress during the school day or school year.

Research Cited: Schwendiman, J.,Fager, J. (1999) After-school programs: Good for kids, good for communities. By request series. Northwest Regional Educational Lab., Portland, OR. Page 67 ED431844. Summary: A brief discussion of after-school programs, referred to

as "extended day" programs, which are often operated in school buildings but may be implemented in other community locations.

Activity 1: After-school Tutoring: At-risk students will participate in an after-school tutoring
program. Students will be identified to participate through assessment data and report card grades.

Activity 2:   Family Early Intervention Math Night: Parents will participate in an Early Intervention Family Math Night. This activity will engage parents in a variety of activities that they can do at home with their child/children that build and enhance math skills.

Activity 3: Writing Across the Curriculum: Students will use their writing skills to design or explain math computations in order to integrate writing into the math curriculum.

Strategy 3:

Building School Collaborations - Teachers will attend professional workshops throughout the school year that will teach them to collaborate with each other in a productive manner.

Research Cited: Parker, Kathryn Boudett, City,Elizabeth A., & Murnane, Richard J (2008). Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning, Harvard Education Press, Cambridge Massachusetts. Summary: Teachers work together both independently and as a collaborative group in order to meet the needs of all students. Teachers work together to build a coherent instructional plan, based on data, to identify, plan and execute a plan of action that builds on student learning.

Activity 1: Building Professional Learning Communities: WCRESA Coaches will facilitate workshops throughout the school year that teach and encourage professional learning communities school-wide.

Activity 2: Parent Involvement Resource Room: The school staff will provide opportunities for increased parental involvement at Sampson Academy. A room will be designated for meetings and workshops.   Funds will be designated for creating an efficient, inviting room for stakeholder involvement

Activity 3: Data Analysis and Creating Formative Assessments: Teachers will participate in a Data Dialogue Analysis Workshop provided by Michigan State University Intervention Specialist in the area of analyzing math assessment data and creating formative assessments using the data. Teachers will work with the Michigan State University Intervention Specialist analyzing math scores in order to plan and deliver math instruction for students and to create formative assessments. Teachers will review math data and make collaborative decisions concerning best practices and math expectations at each grade level.

Social Studies

Strategy 2
Building School Collaborations - Teachers will attend professional workshops throughout the school year that will teach them to collaborate with each other in a productive manner.
Research Cited: Parker, Kathryn Boudett, City,Elizabeth A., & Murnane, Richard J (2008). Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve
Teaching and Learning, Harvard Education Press, Cambridge Massachusetts. Summary: Teachers work together both independently and as a collaborative group in order to meet the needs of all students. Teachers work together to build a coherent instructional plan, based on data, to identify, plan and execute a plan of action that builds on student learning.

Activity 1: Parent Involvement Resource Room (Parent Involvement)

Target Area: The school staff will provide opportunities for increased parental involvement at Sampson-Webber Leadership Academy. A room will be designated for meetings and workshops. Funds will be designated for creating an efficient, inviting room for stakeholder involvement.

Resources: Title l Schoolwide: $2175

Implementation: School Years: 2012 - 2016

Staff Responsible: School administrators are responsible to create and design a parent room at Sampson-Webber Leadership Academy.

Activity 2: Building Professional Learning Communities (Professional Learning)

Target Area: WCRESA Coaches will facilitate workshops throughout the school year that teach and encourage professional learning communities school-wide.

Resources: $0

Implementation: School Years 2012 - 2016

Staff Responsible: School administrators and teachers are responsible to attend the Professional Learning Communities Workshops and to participate in activities that promote teacher collaboration.

Activity 3: Data Analysis and Creating Formative Assessments (Professional Learning)

Target Area: Teachers will participate in a Data Analysis Workshop provided by WCRESA Coaches in the area of analyzing social studies assessment data and creating formative assessments using the data. Teachers will work with the WCRESA Coaches analyzing social studies scores in order to plan and deliver social studies instruction for students and to create formative assessments. Teachers will review social studies data and make collaborative decisions concerning best practices and social studies expectations at each grade level.

Resources: $0

Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Staff Responsible: School administrators and teachers are responsible for participating in the Data Analysis Workshop.

Social Studies

Strategy 3

Tracking Student Attendance - School administrators will work with identified instructional staff members who will track and analyze student attendance data for the school that includes parent/student communications. Using the student information system attendance data can be accessed and analyzed in order to identify attendance patterns or problems.

Research Cited: Epstein, J. L., & Sheldon, S.B. (2002). Present and accounted for: Improving student attendance through family and community involvement. The Journal of Educational Research, 95(5), 308-318.

Activity 1: Student Attendance Data Analysis (Other)

Target Area: School administration and the School Leadership Team will analyze weekly and monthly attendance reports to provide feedback to the school staff members on student attendance trends.

Resources: $0

Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Staff Responsible: Schools Administrators and members of the School Leadership Team are responsible for analyzing student attendance data and to report their findings to staff members.

Activity 2: Student Attendance Incentives (Other)

Target Area: Classrooms that have the highest monthly attendance rate will receive the school's attendance trophy to display in their room for the month. Students will also choose incentive gifts from

the school store.

Resources: General Fund: $2000

Implementation: School Years: 2014 - 2015 and 2015 - 2016

Staff Responsible: School administrators and the Education Technician will be responsible for the

attendance reports, supplying the school store and the distribution of incentives.

Social Studies

Strategy 4

Implementation of a Positive School Climate - The school staff will work with school administration to implement a Positive Behavior Intervention System to create a school climate that is conducive to optimal learning.

Research Cited: Positive Behavior Intervention System Correlational (Thompson et al., 2005) and Single Subject (Horner et al., 2005) research method was reviewed for educational literature in special section of Exceptional Children (Odom et al., 2005). Summary: Ideas are listed for a positive behavior intervention system for schools. Step by step instruction of the components included in the Positive Behavior Intervention System in order to create a peaceful atmosphere in schools.

Activity 1: PBIS Training (Professional Learning)

Target Area: All teaching staff, LSCO members, parent volunteers and school administrators will take part in a workshop on the Positive Behavior Intervention System. WCRESA will provide professional development throughout the school year to help implement the program.

Resources: General Fund: $350

Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Staff Responsible: WCRESA, School Administration, LSCO, Parent Volunteers and Teachers are responsible for implementing PBIS.

Activity 2: Sampson - Webber Newsletter (Academic Support Program)

Target Area: Students will be chosen based on positive behavior to write and read a weekly news and sports column on the P.A. System. Students will have their news and sports columns published in the monthly school newsletter. Class participation will be based on positive behavior.

Resources: $0

Implementation: School Years: 2012 - 2013, 2013 - 2014, 2014 - 2015 and 2015 - 2016

Staff Responsible: The ELA Instructional Specialist and instructional staff members will be responsible for implementing the Sampson - Webber Newsletter.

Activity 3: Sampson School Positive Rewards (Behavioral Support Program)

Target Area: Based on classroom and school behavior as indicated by the PBIS Program, students will be able to choose incentive gifts the school store each month. Teachers will instruct students on how to manage their own behavior data.

Resources: Title l Schoolwide $2000

Implementation: school Years: 2014 - 2015 and 2015 - 2016:

Staff Responsible: School administrators and the Education Technician will be responsible for the

referral/suspension data reports, supplying the school store and the distribution of incentives.

The strategies implemented by the Sampson-Webber Leadership Academy staff are used as a means to increase student learning and student understanding. The strategies chosen were based on student assessment, behavior and attendance data that identified the

causations of Sampson - Webber Leadership Academy being placed in a priority school category. All strategies and programs are researched based and proven to increase student learning if implemented with fidelity. Assessment data will be reviewed quarterly, during the review it will be determined if programs and strategies will stay in place.

Describe how the school will promote the continuous use of individual student data (such as formative, interim and summative) to inform and differentiate instruction to meet individual student needs.

We will use a multi-tiered system that drives heterogeneous differentiated instruction according to a variety of student data sources. Teachers will use data from assessment tools for instruction (i.e., Star Reading, Star Math, MEAP, DIBELS and Burst). This approach permits teachers to address a diverse group of abilities within the classroom, and provide an opportunity for teachers to focus on student's prescription within their Individual Learning Plan in the areas of reading and math. The approach is an early intervention to prevent failure, and will increase parental and community involvement due to administration and teachers working collaboratively to build a school-wide learning community that provides both parents and students with the ability to read and interpret data. The data reveals the student's current level of performance and allow parents to evaluate the student's level of performance and the students to self-evaluate their own performance level.

Sampson - Webber Leadership Academy chose to participate during the 2012-2013 school year in the Superintendent's Drop-out Challenge by identifying students with indicators in attendance, behavior and academics that put them in jeopardy of dropping out of school. Teachers in grades 5-8 identified 10 students and they will closely monitor and provide support to these students throughout the school year. Sampson - Webber Leadership Academy will continue participating in the Superintendent's Drop-Out Challenge for the duration of the implementation of the turnaround plan.

Through data analysis, teachers and administrators make decisions that determine the goals and objectives of common core state standards that have and have not been mastered by students. They participate in ongoing data dialogues in grade level team meetings to determine what strategies to implement, what delivery of instruction methods are working, what materials are effective, which manipulatives to use and what programs promote the continuous use.

In order to achieve rapid turnaround, school administrators, instructional specialist, and teachers will implement an instructional learning cycle process as a means to manage and monitor individual student learning. Teachers will collect data by developing and administering formative assessments on specific common core state standards as a part of an instructional learning cycle. The results of the pre-assessments will drive the teachers daily planning, and the dialogue and discussions in monthly GLCT meetings. Teachers will identify which strategies, activities, and best practices will be implemented as teachers focus on providing direct instruction and guided practice for specific objectives. The third part of this process will be to administer a post assessment and analyze the results. The SIT will analyze the Instructional Learning Cycle (ILC) when the grade level teams report out their findings and a recommendation for the next cycle for each grade level cluster will be given. The SIT will analyze data results every ten weeks as it pertains to the results of the selected goals for the Learning Cycle.

Star Reading and Star Math assessments are given at the beginning and the middle of the school year. Teachers have access to reports with student's grade level of understanding and the identified standards grade level content standards not achieved by individual students. They use this information to form small instructional groups. In addition to Star Reading and Math assessments, students participate in Accelerated Reading. Students in grades second through eighth read a minimum of one book every thirty days at their current reading level that is determined through Star testing and take a computerized assessment of the book.

MEAP assessment data serves to identify students who are not proficient with Common Core State Standards (CCSS). Teachers work closely in GLCT meetings to examine student work and identify test items that will determine effective strategies that can increase student understanding and learning. Teachers understand that as students, progress through each grade level they should have prepared students with grade level content standards and common core state standards.

DIBELS assessments are given three times during the school year; students are assessed in the beginning, middle, and end of the school year. Students are assessed and they are grouped in groups of green (achieving), yellow (developing), and red (intensive). Students in red need daily instruction and review on specific, identified skills. Teachers are encouraged to also work with students who scored in the yellow. Teachers take the assessment data, form small groups according to skill level and work with students on implementing phonics and reading strategies. Students (K-2) receive intensive remediation on specific skills daily by the teacher for ten days and then they complete a Burst assessment to monitor their progress. As teachers complete the DIBELS/BURST assessment they get immediate feedback on how well each student is progressing.

MAP assessments are given three times during the school year to measure how the students are progressing in core subject areas. Teachers understand that as students, progress through the school year they should have prepared students with grade level content standards and common core state standards.

Teachers are required to enter 2 - 3 grades per week, per subject area into their grade/record MIStar program. Teachers must keep a hard copy of all formative assessments/assignments that are used as a means to determine grades. All data from Star Math, Star Reading, DIBELS, MEAP testing, MI Access and Accelerated Reading will be monitored quarterly by the school administration, Instructional Specialists, and teachers.

Note: All new programs will be reviewed to determine the level of impact on the instructional programs.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content by expanding the school day, week or year. How much extra time has been added? Also how will the increased learning time include other enrichment activities for students and provide for increased collaboration time for teachers?

All students at Sampson Academy will become proficient in Reading.

Tier l: Explicit Systematic Instruction in reading is given to all students. An extended school year is provided for all students.

Tier ll: Teachers will provide small group instruction for students not meeting reading targets. Individual assistance for students in grades (K - 2) will be given by Service School Assistants (SSA's) under the guidance of the classroom teacher. Resource room teachers provide individual interventions for identified students in elementary and middle school. Title l teachers assist students in small groups by pulling in and pushing out; the classroom teacher identifies specific educational needs of students and the Title I teachers assist students on specific reading goals based individualized student learning plans.

Tier lll: Students in first grade receive reading intervention by the Reading Recover teacher. Reading Recovery is a one on one early reading intervention. It is designed to increase reading instructional time for students furthest from the targeted goals. All other students remain in the classroom for direct instruction from the classroom teacher. Students receive increased instructional time in the Summer Learning Academy for students furthest from targeted goals. Identified students with social and emotional needs receive individual services at the in-school Development Center. The development of individual skills will assist students to focus on reading instruction.

What Other Students are Doing: Students are receiving differentiated classroom instruction by the teacher by working in small groups while other students are working in learning centers. Students are using technology to enhance their skills. Students are reading leveled books and participating in peer tutoring. Teachers and staff members will implement the school's adopted Positive Behavior Intervention System (PBIS).

All students at Sampson Academy will become proficient in Writing.

Tier l: Explicit Systematic Instruction is given to all students in writing. An extended school year is provided for all students.

Tier ll: Under the guidance of the classroom teacher, SSA's will assist teachers in small group writing instruction (Grades K - 2). Resource room teachers provide individual interventions for identified students in elementary and middle school in the area of writing that is based on student writing data and teacher observation. Title l teachers assist students in small groups by pulling in and pushing out. The classroom teacher identifies specific educational needs of students based on student assessment data and individualized student learning plans; the Title I teachers assist students on specific writing goals.

Tier lll: Students receive increased instructional time in the Summer Learning Academy for students furthest from targeted goals. Identified students with social and emotional needs receive individual services at the in-school Development Center. The development of individual skills will assist students to focus on writing instruction.

What Other Students are Doing: Teachers are differentiating classroom instruction by working with small groups while other students are

working on individual writing assignments. Teachers will use Individual Student Learning Plans to individualize student instruction. Students are using technology to enhance their writing skills. Students are participating in learning centers and peer tutoring. Teachers and staff members will implement PBIS in all classrooms to insure good behavior and less negative interruptions.

All students at Sampson Academy will become proficient in Math.

Research: Gregory, G. & Chapman C. (2002). Differentiated Instructional Strategies: One Size Doesn't Fit All. Corwin Press: Thousand Oaks, CA. Summary: All students have different ways in which they learn. Students are on many different levels in classrooms. Teachers must differentiate instruction in order to reach all students. Teachers must utilize differentiate instructional practices in order to focus on the common core state standards for each grade level. Essential components of differentiated instruction begins with three aspects of curriculum; content, process and products.

Tier l: Explicit Systematic Instruction is given to all students in math. An extended school year is provided for all students.

Tier ll: Under the guidance of the classroom teacher, SSA's will assist teachers in small group math instruction (Grades K - 2). Resource room teachers provide individual interventions for identified students in elementary and middle school in the area of math. Students will receive differentiated-based instruction. Title I teachers assist students in small groups by pulling in and pushing out; the classroom teacher identifies specific educational needs of students and the Title I teachers assist students on specific math goals based individualized student learning plans.

Tier lll: Students receive increased instructional time in the Summer Learning Academy for students furthest from targeted goals. Identified students with social and emotional needs receive individual services at the in-school Development Center. The development of individual skills will assist students to focus on math instruction.

What Other Students are Doing: Other students who are not working directly with the teacher are working on independent math center activities. Teachers and staff members will implement PBIS in all classrooms to insure good behavior and less negative interruptions.

All students at Sampson Academy will become proficient in Social Studies.

Research: Forsten C. Grant, J. & Hollas B. (2002). Differentiated instruction: Different Strategies for Different Learners. ERIC Documents Reproductions. NO ED. 464060. Summary: Classroom tested strategies by topics and grade levels to help teachers implement differentiated instruction. Strategies help teachers to build community, assess on the fly, and find new pathways to mastery in literacy and math and to use technology in a differentiated classroom.

Tier l: Explicit Systematic Instruction is given to all students in social studies. An extended school year is provided for all students.

Tier ll: Under the guidance of the classroom teacher, SSA's will assist teachers in small group social studies instruction (Grades K - 2). Students will receive differentiated-based instruction based on their individualized learning plans.

Tier lll: Students receive increased instructional time in the Summer Learning Academy for students furthest from targeted goals. Identified students with social and emotional needs receive individual services at the in-school Development Center. The development of individual skills will assist students to focus on social studies instruction.

What Other Students are Doing: Other students who are not working directly with the teacher are working on independent social studies' projects and/or activities. Teachers and staff members will implement PBIS in all classrooms to insure good behavior and less negative

interruptions.

All students at Sampson Academy will become proficient in Science.

Research: Forsten C. Grant, J. & Hollas B. (2002). Differentiated instruction: Different Strategies for Different Learners. ERIC Documents Reproductions. NO ED. 464060. Summary: Classroom tested strategies by topics and grade levels to help teachers implement differentiated instruction. Strategies help teachers to build community, assess on the fly, and find new pathways to mastery in literacy and math and to use technology in a differentiated classroom.

Tier I: Explicit Systematic Instruction is given to all students in science. An extended school year is provided for all students.

Tier II: Under the guidance of the classroom teacher, SSA's will assist teachers in small group science instruction (Grades K - 2). Students will receive differentiated-based instruction based on their individualized learning plans.

Tier III: Students receive increased instructional time in the Summer Learning Academy for students furthest from targeted goals. Identified students with social and emotional needs receive individual services at the in-school Development Center. The development of individual skills will assist students to focus on science instruction.

What Other Students are Doing: Other students who are not working directly with the teacher are working on independent science projects and/or activities. Teachers and staff members will implement PBIS in all classrooms to insure good behavior and less negative interruptions.

Detroit Public Schools has provided expanded learning time for all students at Sampson - Webber Leadership Academy during the 2012-2013 academic school year. The additional time and the emphasis on academics will increase the ability for all students to become successful and to remediate individual learning concerns in a short period of time. The district has increased instructional class time by 150 minutes per week by decreasing teacher preparation time to 110 minutes per week. During the regular school day all students in grades K - 8 will be provided a 120 minute literacy block and a 90 minute math block. The increased instructional time has allowed teachers to focus on more technology use within the classroom with an emphasis on reading and math. Teachers also have an increased amount of time within the block scheduling for implementing learning centers in the classroom. Students are given additional support during center time as teachers work with small groups for ELA and math instruction.

Detroit Public Schools has extended weekly staff meetings from one hour to two hours during the 2012-2013 school year. Teachers will collaborate in Grade Level Content Meetings for two hours once a month at a staff meeting. The increased time allows teachers to discuss best practices, data, differentiated instruction methods and the ILC.

As a strategy for increasing reading, writing, and math, the school opened up a computer lab in September, 2012. The school implemented a computer schedule that allows students to utilize the computer lab and to participate with online reading and math programs.

Students in the fourth and seventh grade will participate in Project SEED. Project SEED is designed to help students have a clearer understanding of Algebra. Students will engage in math activities for ten weeks beginning in January of each year. Students attend four sessions per week at fifty minutes per session.

Students use data binders in every classroom to assist them in understanding how to analyze and use data. Students in grades Pre K - 8 are given instruction on how to gather and analyze their own student data; they will begin accepting some responsibility for their attendance, completion of homework, daily assignments, behavior, and assessments within the classroom. Students are responsible for collecting their

own school data according to grade levels; each student is given a folder/binder that they collect their individual data. Teachers instruct students on how to complete their data binders, what data information should be included and how to analyze the data.

Teachers provide differentiated learning instruction that address common core state standards and support individual learning styles in their planning of instruction and student activities. Teachers employ classroom management practices that include established routines and procedures in order to effectively support student learning. There is a set of school-wide rules that were established by school leaders and teachers in September, 2012 and are posted in all classrooms.

Teachers hold individual student conferences every 10 weeks, prior to each card marking, to discuss the progress of their individual goals and objectives from their student learning plans. At these conferences, the progress students have made based on pre/post assessments are discussed along with the reviewing their data folders, grades, attendance and behavior.

Sampson - Webber Leadership Academy holds parent - teacher conferences every 10 weeks. At these conferences teachers communicate individual student data in academics, behavior and attendance with parents. Teachers discuss learning objectives and strategies that parents can use at home that support learning.

All teachers will create or use district pre/post tests in core subject areas. Based on pretests, teachers design their lessons using strategies and activities that stimulate learning. These result also allows teachers to determine what support students will need that supports learning. After instruction has been given, students are given post-tests. These post-tests provides data that allows teachers to examine what students have learned. These results serve to determine if teaching strategies and activities need to be modified and which students need continued support with the subject matter.

Sampson - Webber Leadership Academy students are provided increased instructional time and opportunities for enrichment activities through a grant offered by the state through 21st Century. Students are given extra instructional time, homework help, and enrichment activities three hours per day, four days per week.

Weekly homework assignments are an important reinforcement of classroom instruction. Teachers, during parent-teacher conferences, provide strategies and activities to support parents with engaging children in the learning process when at home. Parents-teacher conferences are held four times per year. Parents have the ability to check their student's progress and attendance using the online MI Star program. The school has a parent resource room that gives parents access to MI Star during the regular school day.

The district has provided an extended school year. An additional four weeks of school has been added onto the academic school year (See Executed Addendum to Collective Bargaining Agreement). The extended school extends through July of each school year. This will provide necessary learning opportunities and interventions for all students. The design is based on an analysis of both formative and summative student data. The district has created assessments to adjust instruction for the improvement of student learning and filling the learning loss that occurs during the summer. It provides additional time for quality instruction using daily standards-based lessons with materials and resources for reading and mathematics at each grade level. The extended school year provides additional opportunities to integrate technology with ELA and math.

Sampson - Webber Leadership Academy has a Math and an ELA Instructional Specialist. They provide researched based strategies, assists teachers with the integration of adopted texts with supplemental texts, collaborate with other instructional staff in the building to integrate curricula and technology into the classroom, coach and provide assistance to teachers, participate in grade level meetings, participate and facilitate professional development sessions, demonstrate lessons and provide teachers with information on interpreting and utilizing test data for instructional planning. Their work is reflected in a daily log that is submitted to the principal monthly.

Detail how the school will provide appropriate social, emotional and community services that support students.

Sampson - Webber Leadership Academy provides appropriate social, emotional, and community services that support students through an increased emphasis on parental involvement, a school counselor and a school social worker.

The elementary and middle school counselor provides students with ongoing guidance in personal growth, interpersonal relationships, career planning and academic achievement throughout the school year. The counselor supports classroom and small group guidance for development socialization skills and manages programs and activities throughout the school year sponsored by external partnerships which promote student achievement. The counselor keeps a daily log of activities and communicates with school administrators and teachers the guidance programs offered at Sampson - Webber Leadership Academy. The counselor works closely with teachers when planning the grade level transitions that occur in May of each year and serves as a member of the Resource Coordinating Team (RCT).

The school social worker provides ongoing individual and group therapeutic counseling to students and their families who have been identified by the District for services. The social worker identifies and assesses academic problems through analysis of factors impinging on student adjustment including home, school and community which directly interferes with learning. The social worker develops, coordinates and facilitates intervention and prevention groups for parents and students throughout the school year. The social worker serves as a member of the RCT, maintain records and reports that adhere to program standards and develop and prepare educational reports for individual students.

The Development Center, an outside agency, located within the school, assists students and parents by identifying resources and programs through local and state agencies that will assist in meeting the social and emotional needs of students. They work to remove barriers that get in the way of students' academic, social and emotional success. The Development Center serves students and parents through prevention, early intervention, individual and group therapy, screening, linking, and referral services, educational workshops, case management, parent support groups, skills building assistance and summer enrichment programs. Teachers can make referrals to the Development Center beginning in September and continuing throughout the school year.

Development Center Data for Sampson - Webber Leadership Academy

285 Unduplicated Students Currently Being Serviced: "Too Good for Violence" and "Too Good for Drugs" Programs (6th, 7th and 8th Grades)
3 Students Seen for Clinical/Case Management Services
15 Students Seen for Socialization Skills, Problem Solving Skills and Age-Appropriate Decision Making Skills
25 Parents for Resources
2 Parent/Teacher Workshops

TRANSITION:
The instructional staff members in Pre-K and Kindergarten will work closely at the beginning and the end of the school year to ensure that there is a smooth transition for students entering kindergarten in the fall. The instructional staff will plan activities that allow students to feel safe, secure, and welcomed in to a classroom where learning is exciting. Preschool teachers visit student homes twice a year, in September and March. A report of the visits are written and turned into the Early Childhood Department and a copy is kept at the school.

Preschool students and their parents will visit the kindergarten classrooms and participate in activities during the school year. Kindergarten

teachers will read stories to the preschool students and kindergarten students become the classroom leaders for the preschool students as they model small group learning activities.

A smooth transition for eighth graders into high school will be accomplished through high school counselors visiting Sampson - Webber Leadership Academy in the spring of each school year. Students will be given information about entering high schools and what transitions they will experience as they enter high school. School counselors will discuss curriculum, class scheduling and high school activities and organizations. Students will be given the opportunity to ask questions and discuss any concerns they might have about entering high school. Parents will be extended an opportunity to attend this meeting.

Students in every grade level will take part in transition activities. Beginning in May of each school year teachers will welcome students into their classrooms that they will have the following school year. Teachers will plan activities and discuss with students what their academic goals will be in the upcoming school year according to common core state standards.

At the end of the school year students in all grade levels will receive a packet that includes an overview of what students will learn during the following school year. Included in the packet will be a suggested reading list and a variety of activities from all the core subject areas.

The principal has employed a music and health/physical education teacher that will assist those students who learn best through the incorporation of art, music and physical activities in the curriculum, while continuing an emphasis on reading, writing, and math across the curriculum.

Assurances Report

Michigan Department of Education Assurances
Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	Attachment: Teacher/Leader Evaluation Process (Revised 2.11.13)
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	Attachment: 2012-2015 Professional Development Calendar (Revised 2.11.13)
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	Attachment: Sampson Schedule
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	Attachment: 2012-2013 Increased Enrichment (Revised 2.11.13)
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	Attachment: 2012-2013 Teacher Collaboration (Revised 2.11.13)
Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.	Yes	Attachment: 2012-2013 Letters of Agreement with Collective Bargaining Units (Revised 2.11.13)